



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development

Induction Program

Orientation

2015-2016



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Council Rock School District

Induction Orientation - Table of Contents

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Council Rock School District
New Staff Orientation Program 2015-2016
Chancellor Center
Board Room
August 18, 19, 20

Day 1 - August 18, 2015 (All Professional and Support Staff)

8:00 – 8:15	Light Breakfast, Coffee/Tea	
8:15 – 8:30	Welcome: Directors of Elementary & Secondary Education	Joe MacClay Barry Desko
8:30 - 8:40	Getting to Know You	Ann DeMaio Shighla Jackson
8:45 – 9:15	Meet the Central Administration Team Matt Frederickson- Director of Technology Chuck Lambert- Director of Special Services Bob Reinhart- Director of Business Administration Christine Trioli- Director of Human Resources Dr. Robert Fraser- Superintendent of Schools	Joe/Barry
9:15 – 9:30	Break	
9:30 – 10:15	<u>All Professional Staff</u> HR Procedures Information Session	Christine Trioli
10:15 – 11:25	<u>All Professional Staff and Mentors</u> Meet the Mentors Overview of Professional Responsibilities, In-Service, Act 48	Ann DeMaio Shighla Jackson
11:30 – 12:30	Luncheon Attendance by Administrators, Board Members, Curriculum Coordinators, Mentors, Inductees	

Day 2 - August 19, 2015 (Professional Staff Only)

8:00 - 8:15	Light Breakfast, Coffee/Tea	
8:15 – 9:00	Educator Responsibilities	Ann DeMaio/Shighla Jackson
9:00 – 9:15	Break	
9:15– 10:30	Get Ready for the First Day of School/Back-to-School Night	Ann /Shighla
10:30 – 11:00	Standards-Based Education, PA Core, & SLOs	Ann DeMaio
11:00 -11:15	Question & Answer Session - Prepare Questions for Curriculum Coordinators	Ann /Shighla
11:15 – 12:30	Meet the curriculum coordinators in your subject area	Curriculum Coordinators

Day 3 - August 20, 2015 (Professional Staff Only)

8:00 - 8:10	Light Breakfast, Coffee/Tea	
8:10 – 8:30	Danielson's <i>A Framework for Teaching</i> Connections to Supervision and Evaluation Induction Program	Ann DeMaio
8:30-8:45	Effective Communication	Patty Sexton
8:45-10:45	Book Talk: <i>The First Days of School</i> The Importance of Positive Expectations Getting Your Classroom Ready Parent/Teacher Communication	Ann DeMaio
10:45-11:00	Break	
11:00-11:10	Welcome from Holy Family University	Dr. Brian Berry
11:15-1:00	Introduction to Council Rock Technology Survey Evaluation	Shighla Jackson (Computer Lab)

Welcome to the Council Rock School District*

This booklet is meant to provide you with an overview of the Council Rock School District. The following areas of interest are addressed:

Directory
Calendars
Professional Development
Supervision and Evaluation
Act 48/ Professional Exchange
Mentor Program
Educator Responsibilities
Standards-Based Education
Get Ready for the First Day!
Parent Teacher Communication
Introductory Letters
Back to School Night

Mission Statement of the Council Rock School District

As a leader in educational excellence, and a vital resource in the community, Council Rock School District is committed to children and will empower them with skills and knowledge through comprehensive, innovative, and diverse educational experiences, enabling them to achieve self-fulfillment and to become productive, responsible citizens who contribute to the world community.

Council Rock Points of Pride

- More than 90 percent of our graduates go on to post-secondary education – our students attend the most competitive colleges/universities in the nation
- A leader in the state in National Merit Scholars
- Internationally recognized music program
- Recognized by the state athletic association as one of the outstanding athletic programs in Pennsylvania
- Extensive community service in all grade levels
- Strong parent involvement throughout the district
- A comprehensive and inclusive special education program
- A supportive Staff Development program that empowers Council Rock staff with the knowledge and skills to prepare the children of today to become contributing members of the world community tomorrow
- Faculties comprising the highest caliber professionals



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Directory



Council Rock School District Administrators

Superintendent, Dr. Robert Fraser
Director of Business Administration, Mr. Robert Reinhart
Director of Human Resources, Ms. Christine Trioli
Director of Special Services, Dr. Charles Lambert
Director of Elementary Education and Curriculum/Instruction, Mr. Joseph MacClay
Director of Secondary Education and Student Accounting, Mr. Barry Desko
Director of Information Technology, Mr. Matthew Frederickson

Council Rock School District Board of School Directors

Richard Abramson, Esq.
Andy Block (President)
Denise Brooks
Mark Byelich
Bill Foster, Ph.D
Jerold S. Grupp
Kyle McKessy
Patty Sexton
Wendi Thomas



Council Rock School District Building Locations

School District Administration and Business Office (1)
The Chancellor Center
30 N. Chancellor Street
Newtown, PA 18940
215-944-1000

Council Rock High School North (2)
62 Swamp Road
Newtown, PA 18940
215-944-1300
Susan McCarthy, Principal
Mary Novick, Secretary
Al Gamble, Asst. Principal
Daniel Griesbaum, Asst. Principal
Nathan Scott, Asst. Principal
Jason Traczykiewicz, Asst. Principal

Council Rock High School South (3)
2002 Rock Way
Holland, PA 18966
215-944-1100
Al Funk, Principal
Charlotte Keaser, Secretary
Lynn Cariello, Asst. Principal
Charles Cassidy, Asst. Principal
Susan Gormley, Asst. Principal
John Radick, Asst. Principal

The Sloan School (17)
264 Frost Lane
Newtown, PA 18966
215-944-2970
Adam Collachi, Principal

Holland Middle School (4)
400 E. Holland Road
Holland, PA 18966
215-944-2700
Dan Greenland, Principal
Darlene Bello, Secretary

Newtown Middle School (5)
116 Richboro Road
Newtown, PA 18940
215-944-2600
Timothy Long, Principal
April Rhoades, Secretary
Tim Keddle, Asst. Principal

Richboro Middle School (6)
98 Upper Holland Road
Richboro, PA 18954
215-944-2500
Richard Hollahan, Principal
Christine Carmen, Secretary

Churchville Elementary School (7)
100 New Road
Churchville, PA 18966
215-944-1700
Jill Kingston, Principal
Maureen O'Brien, Secretary

Goodnoe Elementary School (8)
298 Frost Lane
Newtown, PA 18940
215-944-2100
Nicole Crawford, Principal
Sandy VanKuren, Secretary

Hillcrest Elementary School (9)
420 East Holland Road
Holland, PA 18966
215-944-1600
Nakia Jones-Tate, Principal
Carol Murphy, Secretary

Holland Elementary School (10)
Beverly Road & Crescent Drive
Holland, PA 18966
215-944-1500
Andrew Sanko, Principal
Lisa Arnosky, Secretary

Maureen M. Welch Elementary School (11)
750 New Road
Churchville, PA 18966
215-944-1800
Rebecca Grimm, Principal
Katie Kane, Secretary

Newtown Elementary School (12)
1 Wrights Road
Newtown, PA 18966
215-944-2200
Kevin King, Principal
JulieAnne Bedard, Secretary

Richboro Elementary School (13)
125 Upper Holland Road
Richboro, PA 18954
215-944-1900
Danevelle Jordan, Principal
Sheryl Clopton, Secretary

Rolling Hills Elementary School (14)
340 Middle Holland Road
Holland, PA 18966
215-944-2000
Sam Smith, Principal
Laurie Gouza, Secretary

Sol Feinstone Elementary School (15)
1090 Eagle Road
Newtown, PA 18940
215-944-2400
John Harlan, Principal
Helen Anzalone, Secretary

Wrightstown Elementary School (16)
729 Penns Park Road
Wrightstown, PA 18940
215-944-2300
Beth Fox, Principal
Germaine Winslow, Secretary

Maintenance Department
301 Twining Ford Road
Richboro, PA 18954
215-944-2902

CURRICULUM OFFICES

2015-2016

Joe MacClay
Director of Elementary Education/Curriculum Services
jmacclay@crsd.org
215-944-1000

Barry Desko
Director of Secondary Education/Student Accounting
bdesko@crsd.org
215-944-1000

Administrative Assistant - Susan Kacergis
skacergis@crsd.org
215-944-1036

DISTRICT CURRICULUM COORDINATORS

Department	Coordinator	School	Phone	Email
Business, Computer, & Information Technology	Shighla Jackson	Chancellor Center	215-944-1086	sjackson@crsd.org
English/ Language Arts	Andrea Houston-Lingman (Secondary)	CRHS-North	215-944-1369	ahouston-lingman@crsd.org
	Pat Erickson (Elementary)	Sloan	215-944-2450	perickson@crsd.org
Family & Consumer Sciences	Debbie Mackey	CRHS-North	215-944-1350	dmackey@crsd.org
Federal Programs/ ELL/Career & Community	Helen Gross	Chancellor Center	215-944-1039	hgross@crsd.org
Health/Physical Education	Liz Potash	CRHS-South	215-944-1156	epotash@crsd.org
Health Services	Lynn Smith	Holland Middle School	215-944-2709	lsmith@crsd.org
		Sloan	215-944-2723	lsmith@crsd.org
Library Information Services	Laura Follmer	Sloan	215-944-2154	lfollmer@crsd.org
Mathematics	Julie Eastburn	CRHS-South	215-944-1167	jeastburn@crsd.org
Music	Keith Rudat	Newtown Middle School	215-944- 2600	krudat@crsd.org
Science	Renee Devlin	CRHS-South	215-944-1168	rdevlin@crsd.org
Social Studies	Dean Hentz	CRHS-North	215-944-1385	dhentz@crsd.org
Staff Development	Ann DeMaio	Chancellor Center	215-944-1029	ademaio@crsd.org
Technology Education	Kevin Mallalieu	Richboro Middle School	215-944-2500	kmallalieu@crsd.org
Visual Art	Beth Lynch	Churchville Elementary	215-944-1741	blynch@crsd.org
World Language	Lynn Young	CRHS-North	215-944-1356	lyoung@crsd.org

Staff Development Administrative Assistant – Robin Rheiner
rrheiner@crsd.org
215-944-1037



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Calendars

School Year Calendar

In-Service Calendar

Back-to-School Night Calendar



COUNCIL ROCK SCHOOL DISTRICT 2015-2016 SCHOOL YEAR CALENDAR

- 18,19,20 Orientation for New Teachers (Voluntary)
25,26,27 Opening Teacher Inservice Days
31 Students' First Day; Grades K-6, 7+9

AUGUST '15						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Teacher Days: 4 Student Days: 1

- 14 Early Dismissal K-12; AM K Attends; PM Inservice Day (All)

OCTOBER '15						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Teacher Days: 22 Student Days: 22

- 23 Last School Day Before Winter Break
24, 25 Winter Break Begins; All Schools & Offices Closed
28,29,30 All Schools Closed; Offices Open
31 All Schools and Offices Closed

DECEMBER '15						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Teacher Days: 17 Student Days: 17

- 12 All Schools Closed; Offices Open; Teacher Inservice
15 President's Holiday; All Schools & Offices Closed

FEBRUARY '16						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

Teacher Days: 20 Student Days: 19

- 26 Election Day, Early Dismissal K-8; AM K Attends (Elementary Conferences/Middle Level Portfolio Share Open House)

APRIL '16						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Teacher Days: 21 Student Days: 21

- 16 Last Day of School for Students; Early Dismissal K-12 (6/9 if No Snow Days)
17 Teacher Inservice (School Closure Inservice Day 6/10 if No Snow Days)

JUNE '16						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Teacher Days: 13 Student Days: 12

SEPTEMBER '15

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Teacher Days: 18 Student Days: 18

- 1 All Students Report
7 Labor Day; All Schools/Offices Closed
14,15 All Schools Closed; Offices Open
23 All Schools Closed; Offices Open

NOVEMBER '15

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Teacher Days: 19 Student Days: 17

- 3 Election Day; No Students; Inservice Day (All)
23 Early Dismissal K-8; AM K attends; conferences; ES evening conferences
24 Early Dismissal K-8; PM K attends; conferences; MS evening conferences
25 No School for Students; Teacher Inservice HS only; AM Conferences K-8
26,27 Thanksgiving Break; All Schools/Offices Closed

JANUARY '16

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Teacher Days: 19 Student Days: 19

- 1 All Schools and Offices Closed
4 All Schools Reopen
18 All Schools Closed for Martin Luther King, Jr. Holiday; Offices Open
25 Early Dismissal HS only; PM HS Inservice (90th Student Day)

MARCH '16

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Teacher Days: 20 Student Days: 18

- 11 Early Dismissal K-12; PM K Attends; PM Teacher Inservice
21-22 Spring Break; Schools Closed; Offices Open; Teacher Inservice; Professional Exchange Days
23-24 Spring Break; Schools Closed; Offices Open
25 Holiday; All Schools and Offices Closed
28 All Schools Reopen

MAY '16

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Teacher Days: 21 Student Days: 21

- 30 Memorial Day Holiday; All Schools and Offices Closed

JULY '16

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

- 4 All Offices Closed

Calendar Key

Student/Teacher Holiday
Students Off/Staff Development/Conferences
Early Dismissal
Early Dismissal HS Only
Schools/Offices Closed

CALENDAR SUBJECT TO CHANGE: The general rule of thumb for the determination of the opening school day for students at the beginning of the school year is based on which day in September is Labor Day. If Labor Day falls on the 1st, 2nd, 3rd, or 4th of September, school will open the day after Labor Day. If Labor Day falls on the 5th, 6th, or 7th day of September, the first day of school will be designated in the week before Labor Day.

NOTE: Five (5) snow days have been added to the end of the calendar. Those days not used will be deducted from the end of the school year. Additional snow days, beyond the five (5) days added to the end of the calendar, shall be added by using a maximum of (4) days during the Spring Break. Additional days past these nine (9) days will be added to the calendar upon the recommendation of the Superintendent and the approval of the Board.

COUNCIL ROCK SCHOOL DISTRICT
2015-16 In-Service Calendar

Date/Times	Recommended Focus	Responsible for Planning	Possible credit
August 18, 19, 20 A.M./P.M. (Full-day 7 hours)	New Staff Orientation August 18 District Orientation, Welcome Luncheon August 19 District Orientation August 20 District Orientation	Central Office Administration Professional Development Department District Curriculum Coordinators	
August 25 (regular school hours)	Full Day K-12 In-Service Opening of School Voluntary Teaching Assistant In-service in AM 3.5 hours	Buildings School Level Administration Special Ed. Administration	
August 26 8:00 – 4:00 Breakfast 7:30 optional	Full Day K-12 In-Service Districtwide Program Curriculum-Based In-Service	CRHS-South-AM; Buildings-PM District Administration Curriculum Coordinators	1.0 Act 48
August 27 (regular school hours)	Full Day K-12 In-Service School-Based Program P.M. Teacher collaboration determined by Principal	Buildings School Level Administration School Level Administration	1.0 Act 48
October 14 P.M.	Early Dismissal K-12 School-Based Planning Teaching Assistant In-service in PM	Buildings School Level Administration School Level Administration	.5 Act 48
November 3 Election Day 8:00-4:00	Full Day K-12 In-Service Curriculum-Based Day (Secondary and Specials) County-Wide In-Service Day Building-Based Day (All Elementary except Specials) Support Staff In-Service Day 7 hours	Professional Staff in Buildings Support Staff - CRHS North Curriculum Coordinators School Level Administration Professional Development, Special Ed. Administration	1.0 Act 48
November 25 (regular school hours)	Full Day 9-12 In-Service School-based Program	High Schools School Level Administration	1.0 Act 48 (HS only)
January 25 P.M.	Early Dismissal 9-12 School-Based Program to Prepare for 2nd Semester HS Teaching Assistant In-service in PM 3.5 hours	High Schools School Level Administration School Level Administration	
February 12 8:00 – 4:00	Full Day K-12 In-service Districtwide Program	Deep Smarts – CRHS North Professional Development	1.0 Act 48
March 11 P.M.	Early Dismissal K-12 Elementary, Middle & High School-Based Planning Teaching Assistant In-service in PM 3.5 hours	Buildings School Level Administration School Level Administration	.5 Act 48
March 21, 22 A.M./P.M.	Full-Day K-12 District-Wide Program Professional Exchange Day Option Teachers who have not earned professional exchange credit will participate in a Design-Your-Own In-Service program on these dates.	Buildings All teacher developed Design-Your-Own In-service plans must be approved by the school administrator.	
April 26 Primary Election Day P.M.	K-8 Early Dismissal Elementary and Middle School Based Planning and Elementary Community Day Teaching Assistant In-service in PM 3.5 hours	Buildings School Level Administration School Level Administration	
June 16 (June 9 if no snow days) P.M.	Teacher Assistant In-service in PM Final Teacher Assistant In-service Opportunity 3.5 hours	Buildings School Level Administration	
June 17 (June 10 if no snow days) A.M./P.M.	Full-Day K-12 School Based Program Program to Facilitate School Closing	Buildings School Level Administration	

Note: Some dates have adjusted daily start and end times.

Updated 6/11/15 AD

Back-to-School Nights 2015-2016

SCHOOL	DATE	TIME	GRADE(S)
CRHS-North	TH, 9/10/15	7:00 PM	
CRHS-South	W, 9/16/15	7:00 PM	
Holland Middle	W, 9/9/15	7:00 PM	
Newtown Middle	W, 9/9/15	7:00 PM	
Richboro Middle	W, 9/9/15	7:00 PM	
Churchville Elementary	T, 9/1/15	7:00 PM	Gr 1, 4, 5
	W, 9/2/15	7:00 PM	Gr 2, 3, 6
Goodnoe Elementary	T, 9/1/15	7:00 PM	Gr K, 1, 2, 3
	W, 9/2/15	7:00 PM	Gr 4, 5, 6
Hillcrest Elementary	T, 9/1/15	7:00 PM	Gr K, 1, 2, 3
	W, 9/2/15	7:00 PM	Gr 4, 5, 6
Holland Elementary	T, 9/1/15	7:00 PM	Gr K, 4, 5, 6
	W, 9/2/15	7:00 PM	Gr 1, 2, 3
Maureen M. Welch Elementary	T, 9/1/15	6:45 PM	Gr K, 1, 2, 3
	W, 9/2/15	6:45 PM	Gr 4, 5, 6
Newtown Elementary	T, 9/1/15	7:00 PM	Gr K, 4, 5, 6
	TH, 9/3/15	7:00 PM	Gr 1, 2, 3
Richboro Elementary	T, 9/1/15	7:00 PM	Gr 4, 5
	T, 9/1/15	7:30 PM	Gr 6
	W, 9/2/15	6:30 PM	Gr K
	W, 9/2/15	7:00 PM	Gr 1, 2
	W, 9/2/15	7:30 PM	Gr 3
Rolling Hills Elementary	T, 9/1/15	7:00 PM	Gr K, 2, 4, 6
	W, 9/2/15	7:00 PM	Gr 1, 3, 5
Sol Feinstone Elementary	W, 9/2/15	5:00 PM	AM K
	W, 9/2/15	6:00 PM	PM K
	W, 9/2/15	7:00 PM/7:15 PM	Gr 2/Gr 3
	TH, 9/3/15	7:00 PM/7:15 PM	Gr 1/ Gr 4
	T, 9/1/15	7:00 PM/7:15 PM	Gr 5/ Gr 6
	T, 9/8/15	6:00 PM	Gr 2 Humanities
	T, 9/8/15	6:30 PM	Gr 3 Humanities
	T, 9/8/15	7:00 PM	Gr 4 Humanities
	T, 9/8/15	7:30 PM	Gr 5 Humanities
	T, 9/8/15	8:00 PM	Gr 6 Humanities
Wrightstown Elementary	W, 9/2/15	6:00 PM	Gr K, 1, 2
	W, 9/2/15	7:00 PM	Gr 3 and 4



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Professional Development



Overview of Professional Development

Professional learning is not an option; rather it is our responsibility.

Professional Development empowers Council Rock staff with the knowledge and skills to prepare the children of today to become contributing members of the world community tomorrow. Through a technologically integrated program, Council Rock leads teachers in the implementation of best practices and the use of technology to support instruction and to promote student achievement.

Council Rock is a community of learners, with a strong partnership among administrators, teachers, support staff, students, and parents. The district is led by an administration and school board who provide release time and guest teacher coverage to enable staff to participate in district sponsored workshops, as well as outside conferences sponsored by professional organizations. Workshops are also available to staff after the school day. With this supportive structure in place, teachers can continue to grow as lifelong learners. Teachers are also encouraged to collaborate as a means of enhancing content knowledge and professional development. This ongoing learning and collaboration serves as a model to our students, who see that all members of the Council Rock community continue to learn and to share individual areas of expertise with one another.

The professional development program is designed to develop an understanding of what teachers in Council Rock need to know, understand, and be able to do in order to impact student achievement. Programming is based on the work of Charlotte Danielson's Framework for Teaching and focuses on the following key concepts:

- ✓ Essential Elements of Instruction
- ✓ Differentiated Instruction
- ✓ Using Formative Assessment
- ✓ Alignment of Curriculum, Instruction, and Assessment
- ✓ Literacy Strategies Across the Curriculum
- ✓ Technology Integration
- ✓ Professional Learning Communities

Council Rock staff has the opportunity to continue to develop as lifelong learners by attending one or more of the following staff development options: a teacher induction program, a district professional development program, a curriculum focused program, a technology program, and/or out of school conferences.

Participation in the district's professional development program fosters continuous improvement and establishes a vehicle for ongoing collegial dialogue. Each program is research-based, has clearly defined goals and objectives, and is designed to increase student achievement. The school and summer programs are coordinated by the district staff development department and the district curriculum coordinators. These individuals coordinate planning, development, implementation, and evaluation of workshops and programs that provide opportunities for professional staff to master new skills.

Peer coaching, collegial coaching and instructional supervision are provided to support the participants in the achievement of these competencies. Multiple assessment approaches are used to determine the degree to which these competencies are achieved. These assessment approaches include: portfolios, videotaped lessons, formal and informal observations, product development, and oral and written feedback.

Council Rock School District

New Teacher Induction Program 2015-2016

All Sessions Held at Chancellor Center

August 18, 2015	District Orientation Overview of Induction Program for New Staff & Mentors
August 19, 2015	Curriculum Orientation Special Education Orientation
August 20, 2015	Establishing Positive Attitudes and Perceptions about Learning Effective Parent/Teacher Communication Introduction to Council Rock's Technology Program

Induction members will participate in collegial coaching experiences throughout the three years.

Year 1
4:15pm -7:15pm

District Level Teaching and Learning

- Establishing positive attitude and perceptions about learning
- Incorporating effective instructional strategies that promote student achievement
- Orientation to District Standards, Programs, Practices and Procedures
- Effective Communication
- Classroom Management

September 30

November 11

February 3

April 6

October 14

December 2

February 24

April 27

October 28

January 13

March 9

Building Level Induction Program

- Orientation to program, practices and procedures at each individual building.
- Dates to be determined by building administrator

Year 2
8am-3:30pm

Teaching and Learning

- Differentiated Instruction
- Technology to Support Differentiated Instruction

Session 1
October 8

Session 2
February 4

Session 3
March 15

Year 3
8am-3:30pm

Teaching and Learning

- Unit Design
- Collaborating to Enhance One's Professional Practice
- Responsive Classroom (elementary)
- Restorative Practices (secondary)

Session 1
October 15

Session 2
October 29

Session 3
Sept. 16 (RC-Day1)
March 10 (RP-Day1)

Session 4
Sept. 17 (RC-Day 2)
April 7 (RP-Day 2)

Council Rock School District

New Teacher Induction Program 2015-16

Three Graduate Credits in Education from Holy Family University

Summer Orientation (voluntary) - Chancellor Center

August 18, 2015 8:00 am – 2:00 pm

August 19, 2015 8:00 am – 1:00 pm

August 20, 2015 8:00 am – 1:00 pm

School Year: Eleven after-school sessions held from 4:15 to 7:15 PM

Instructors: Ann DeMaio, Shighla Jackson and CR staff
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Required Texts (provided by CR with option to purchase):

- Danielson, Charlotte, Enhancing Professional Practice, A Framework for Teaching, Second Edition, Association for Supervision and Curriculum Development. 2007
- Wong, Harry & Rosemary, The First Days of School, Harry K. Wong publications, Inc. 2009
- Silver, Strong, Perini, Tools for Promoting Active, In-Depth Learning, Thoughtful Education Press. 2008

Course Description:

This course will meet the requirements of the State Induction Program. This course introduces the student to the science and art of teaching. It offers new teachers the opportunity to learn the philosophy, programs, and practices of the Council Rock School District. Emphasis is placed on the practical applications of teaching methods. This program addresses the essential elements of instruction required in lesson design and delivery. Classroom management techniques will help teachers create a positive environment and improve the climate for learning. Discussions on teaching will enable teachers to understand the many decisions made each day to foster learning and critical thinking in students. Through reading and practice, new teachers will experience ways to help students learn. Teachers will also be informed about special education issues and aspects of school law.

Course Requirements:

In addition to attending the eleven sessions, teachers are required to complete the following:

- Professional Portfolio - ongoing collection of lessons, strategies and reflections, to reflect on and improve instructional practices. Maintained over at least three years.
- Participation in three follow-up coaching experiences:
 1. First Experience - Lesson observation and feedback with Staff Development.
 2. Second Experience. Choose one of the following:
 - Co-plan a lesson with Staff Development.
 - Lesson observation and feedback with Staff Development.
 3. Third Experience- Meet to share portfolio, discuss video analysis, and reflect on professional growth.
- Four visits from mentor teacher.
- Four observations of colleagues for the purpose of professional learning.
- Videotape a lesson and complete a written analysis to reflect on classroom teaching.

Goals:

The goals of this course are as follows:

- acculturate new teachers into the Council Rock School District.
- help new teachers to establish positive attitudes and perceptions about learning.
- increase new teachers' repertoires of instructional strategies that promote student achievement.
- meet the state requirements of the Induction Program.

Council Rock School District New Teacher Induction Program 2015-2016

Enduring Understandings and Essential Questions for the course:

- Enduring Understandings
 - Successful teachers know, understand and do what unsuccessful teachers don't.
 - Teaching is a series of decisions which directly impact the degree to which students learn.
 - Students learn best that which they are taught.
- Essential Questions
 - How do students learn?
 - What is good teaching?
 - What should students know, understand, and be able to do?

Course Competencies

Upon completion of this course, new teachers will be able to:

- Discuss the four domains in Charlotte Danielson's **Framework for Teaching** and explain the connection to classroom practice. (*Addresses 354.33. professional competencies A, E, G, H, I and J*)
 - Planning and Preparation
 - The Classroom Environment
 - Instruction
 - Professional Responsibilities
- Implement Effective Teaching Strategies (*Addresses 354.33. professional competencies B, D and E*)
 - Active Participation Strategies
 - Anticipatory Set/Closure
 - Creating an Environment for Learning
 - Communicating Effectively with Parents
 - Defining Learning Goals
 - Motivational Strategies
- Describe aspects of School Law as it relates to their roles as educators
- Know Special Education Regulations (*Addresses 354.33. professional competencies B and C*)
- Accommodate the needs of special education students in their classroom.

Attendance Policy

Teachers are expected to attend all classes. If emergencies arise, the new teacher should make every effort to contact the instructor with an explanation. Induction must take priority over any extra-curricular obligations, including coaching.

- First absence may be made up by selecting a current professional article and writing a short response to the article.
- Subsequent absences may mean that the teacher did not complete the requirements of the Induction Program, and may result in a grade reduction.

Council Rock School District

New Teacher Induction Program 2015-2016

Course Outline

Date	Session	Hrs.	Topic	Presenters
8/18/15		6	Orientation Developing an Understanding of District's Programs & Practices New Teacher/Mentor Communication	Central Office, Staff Development, Mentors, CREA, CRESPA
8/19/15		5	Orientation Teaching Responsibilities Overview of District Programs and Standards in the Content Areas	Staff Development, Curriculum Coordinators
8/20/15		5	Orientation Establishing Positive Attitudes and Perceptions about Learning Overview of Danielson's <u>A Framework for Teaching</u> -Component 2 <i>The Classroom Environment</i> (Rules & Procedures) Introduction to Harry Wong's <u>First Days of School</u> – (Book Study) Parent/Teacher Communication Introduction to District Technology	Staff Development
9/30/15	1	3	Establishing an Effective Classroom Climate- Focus on Danielson's <u>A Framework for Teaching</u> Domain 2: <i>The Classroom Environment</i> School Wires Website HW: Read <u>A Framework for Teaching</u> pgs. 26-38 (Overview of Domains) Read <u>A Framework for Teaching</u> Domain 1 pgs.43-63	Staff Development
10/14/15	2	3	Overview of Danielson's <u>A Framework for Teaching</u> <ul style="list-style-type: none"> Domain 1: <i>Planning and Preparation</i> Lesson Planning Focus on Core Standards & Exploration of Supportive Resources Work with Curriculum Coordinators HW: Read <u>A Framework for Teaching</u> Domain 3 pgs. 77-91	Staff Development, Curriculum Coordinators, Teacher Leaders
10/28/15	3	3	Defining Learning Goals Implementing Anticipatory Set and Closure	Staff Development
11/11/15	4	3	Special Education <ul style="list-style-type: none"> Laws concerning Special Education Addressing the Needs of Special Education HW: Read <u>A Framework for Teaching</u> Domain 4 pgs. 92-108 What questions do you have in regards to your professional responsibilities?	Dr. Chuck Lambert, Director of Special Education & Special Education Supervisors
12/2/15	5	3	School Law and CyberSmarts <ul style="list-style-type: none"> Overview of Danielson's <u>Framework for Teaching</u> Domain 4 <i>Professional Responsibilities</i> HW: <u>A Framework for Teaching</u> Domain 2 pgs. 64-76.	Mark Klein, Former Superintendent of Schools
1/13/16	6	3	Maintaining a Positive Classroom Environment Managing Student Behavior/Differentiated Discipline	Staff Development

Council Rock School District New Teacher Induction Program 2015-2016

2/3/16	7	3	Engaging Students- Active In-Depth Learning Strategies HW: Use at least one strategy from today's class and reflect on how it impacted student learning.	Staff Development
2/24/16	8	3	QPR HIPPA/FERPA information	Mike Fiore Stephanie Luke Rudy Lamberth
3/9/16	9	3	Teaching to the Learning Goal Using Formative Assessment to Measure Student Progress and to Guide Instruction	Staff Development
4/6/16	10	3	Responsive Classroom Introduction (Elementary) Introduction to Circles (Restorative Practices) (Secondary)	Andy Moral Shighla Jackson
4/27/16	11	3	Portfolio Celebration	CR Community

Grading Procedure

- Participation & Evidence of Reflection and Connection to Classroom Practice 40%=40 pts.
- Small Group Work and Lesson Presentations 30%=30 pts.
- Analysis of Videotaped Lesson and Completed Portfolio 30%=30 pts.

Grading Criterion

A	B+	B
Attends all sessions	Attends all sessions but one	Attends all sessions but two
Completes all assignments with detailed accuracy and organization, and depicts a sophisticated understanding of content	Completes all assignments with accuracy and organization, and depicts understanding of content	Completes most assignments with accuracy and organization, but depicts limited understanding of content
Meets required deadlines for all assignments	Meets required deadlines for most assignments	Meets required deadlines for most assignments
Total Points earned 94-100	Total Points earned 88-93	Total Points earned 82-87

Make-up Policy

- If a participant is absent from class, it is his/her responsibility to procure notes and make-up assignment. The instructors are available via email or phone for additional help and support.
- All work must be completed by the last class.



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Supervision and Evaluation Plan



Supervision and Evaluation Plan -Induction Program

Supervision and Evaluation in the Council Rock School District is comprised of three phases that differentiate among inductees (Phase 1), tenured professionals (Phase 2), and those in need of intensive assistance (Phase 3).

Phase 1: The Beginning Professional Supervision and Evaluation Program – Induction Program

All professional staff - long-term substitutes (LTS), temporary professional employees (TPE), and professional employees (PE) in the Council Rock School District will be involved in the Beginning Professional Supervision and Evaluation Program during the first three years of employment. The Induction Program (supporting the new teacher through evaluation and professional development) provides support for professional growth and helps to develop an understanding of the complexities of the job responsibilities of the entire professional staff.

Formal Observations -

These observations are meant to be both supportive and evaluative. The observations will follow the classic “clinical supervision” model with structured pre-conferences and formal feedback. The pre-conference is essential and should include focused questions based on A Framework for Teaching by Charlotte Danielson.

Informal Observations -

These observations/visitations are meant to be supportive in nature, not evaluative. The beginning professional and the observer will meet informally before the classroom visit to determine a focus. They will then meet after the observation to analyze and reflect on the lesson. All notes and written comments will be given to the beginning teacher at the end of the meeting. A Framework for Teaching by Charlotte Danielson may be used as a tool for reflection and goal setting.

Goal of Council Rock’s Induction Program

The goal is to develop an awareness of the expectations of the school, district, and community, including, but not limited to:

- Becoming knowledgeable of essential programs, services, resources, policies and procedures at the district and school level.
- Acquiring information on the effective use of classroom management, communication and planning skills, and instructional techniques.
- Gaining support through the counsel and model of successful and experienced professionals.

Components of Council Rock’s Induction Program

The program is divided into two components, a *school level* and a *district level* program. The *school level* program will orient the new teacher to programs, practices, and procedures at each individual school and will be facilitated by the building administrator. The *district level* program provides the new teacher with a series of professional development workshops to support his/her work in the classroom.

Additionally, new teachers in their first year at Council Rock will:

- Observe their mentors and/or other teachers at least four times during the school year.
- Invite their mentor to observe them at least four times during the school year.
(In lieu of an observation due to scheduling conflict, new teachers and mentors may opt one of the following: plan a lesson together; video tape a lesson and then analyze it; focus on students’ work.)
- Compile a portfolio as a reflection of the professional’s first year in Council Rock. Lesson plans, assessments, and reflections required.
- Videotape a lesson for self-analysis and share with staff development during the end-of-year visit.

Teachers are encouraged to develop an understanding of the curriculum, standards, technology integration, and best practices within the curricular area. To effectively deliver an educational program that enhances student learning and performance, it is important for teachers to also participate in curricular sessions coordinated by the district Curriculum Coordinators.

PROFESSIONAL SUPERVISION AND EVALUATION FORM TIMELINE
(to be revised after the forms are updated in conformity with PDE Guidelines)

Forms	Description	Induction	Options	Focused
Form 1 Complete by 9/15	Action Plan	X (top only)	X	X
PA ETEP Complete prior to scheduled formal observation	Instructional Plan	X		X
PA ETEP Complete and submit immediately following formal observation	Observation Feedback	X		X
PA ETEP Sign electronically upon receipt from administrator	Post- Observation Reflection Sheet	X		X
Form 5 Complete by 2/15	Mid-Year Self- Reflection	X	X	X
Forms 6 & 6a Complete by 5/15	End of Year Self-Reflection	X	X	X
Mid Year Evaluation Form PA 82-1 Sign upon receipt from administrator	Non-Tenured Mid-Year Evaluation	X		X (Intensive Supervision Model Only)
Final Evaluation Form PA 82-1 Sign upon receipt from administrator	End of Year Evaluation	X	X	X
Student Learning Objectives (SLO) Developed by 10/15 and reviewed with Administrator in June	Required part of the new Teacher Effectiveness Model	X	X (The SLO may be incorporated as a part of an Options Model)	X
Forms 9 & 10 Intensive Assistance Process as needed	Intensive Assistance Process			

Council Rock School District
Professional Development Action Plan
_____ School Year

X Name: _____

X Grade/Department: _____

Mark One:

Induction Program

Focused Professional Development

Professional Development Options

X School: _____

Professional Development Options – Highlight Your Choice

Peer Collaboration	Peer Collaboration	Self Directed/ Action Research	Portfolio
Collaborative Models	Mentorship	Research to Practice	Content Implementation
Leaving Your Island	Mentor		
Collaborative Colleagues	Technology Mentorship	Action Research	
Paired Learning		Leadership Study	Video Tape Analysis
Cyber Collaboration		Design Your Own Option	Portfolio Collection
Deep Smarts		Writing for Publication	Reflective Journals
Lesson Study			
Peer Observation			
PLC			

Select one or more of the following domains which apply to your plan(s):

Planning	Classroom Environment	Instruction	Professional Practice
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To be completed by Professional Staff:

1. What would you like to achieve under this model of professional development?
2. What steps will you take to achieve your plan(s)?
3. How will students benefit from your plan(s)?

Council Rock School District

Mid-Year Self-Reflection

School Year

Name: _____
School: _____

Grade/Department: _____
Model Choice: _____

Please answer the following questions and complete, with your own reflection and feedback.

1. What steps have you taken to achieve your plan? What has worked and what has not worked?
(Refer to Form 1, Q2)

2. How has your focus on your plan this year affected student achievement? (Refer to Form 1, Q3)

3. How do you plan to proceed for the remainder of the year? What will you do differently?

Form to be submitted for all models

Council Rock School District
End-of-Year Self-Reflection
_____ School Year

Name: _____
School: _____

Grade/Department: _____
Model Choice: _____

Please answer the following questions and complete, with your own reflection and feedback, the Domain 4 rubric, attached.

1. What additional steps have you taken since your mid year reflection to achieve your plan?
What has continued to work and what has not worked?
2. How has your effort and focus on your plan affected student achievement?
3. What have you learned about your students and yourself in the plan implementation process? How will this help goal setting for the next school year?

**Attachment to Final Report
Form to be submitted for all models**

Council Rock School District
End-of-Year Self-Reflection
_____ School Year

FORM 6a

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

PROFESSIONAL RESPONSIBILITIES DISTINGUISHED DESCRIPTORS (Danielson, 2011)	COMMENTS
<p style="text-align: center;">Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ Makes thoughtful and accurate assessment of lesson's effectiveness and the extent to which goals are achieved. ▪ Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable success of different courses of action. 	
<p style="text-align: center;">Maintaining Accurate Records</p> <ul style="list-style-type: none"> ▪ The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is effective. ▪ The student contributes information and participates in the maintenance of records. 	
<p style="text-align: center;">Communicating with Families</p> <ul style="list-style-type: none"> ▪ The teacher communicates with families frequently and with sensitivity to cultural traditions. Students contribute to the communication. ▪ Family concerns are handled with professional and cultural sensitivity. ▪ The teacher's efforts to engage families in the instructional program are frequent and successful. 	
<p style="text-align: center;">Participating in a Professional Community</p> <ul style="list-style-type: none"> ▪ The teacher's relationships with colleagues are characterized by mutual support and cooperation. The teacher takes leadership among the faculty. ▪ The teacher takes a leadership role in promoting a culture of professional inquiry. ▪ The teacher volunteers to participate in school events and district committees making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. 	
<p style="text-align: center;">Growing and Developing Professionally</p> <ul style="list-style-type: none"> ▪ The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. ▪ The teacher seeks out feedback on teaching from 	

Council Rock School District Supervision and Evaluation Rubrics: Teacher

Adapted from

Enhancing Professional Practice
A Framework for Teaching

by
Charlotte Danielson, 1996, 2007

The Framework for Teaching Evaluation Instrument 2011

by
Charlotte Danielson

DOMAIN 1: PLANNING AND PREPARATION

TEACHER

	Distinguished	Proficient	Basic	Unsatisfactory
Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. 	<ul style="list-style-type: none"> Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. 	<ul style="list-style-type: none"> Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> In planning and practice, teacher makes content errors or does not correct errors made by students Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.
Demonstrating Knowledge of Students	<ul style="list-style-type: none"> Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. 	<ul style="list-style-type: none"> Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and 	<ul style="list-style-type: none"> Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. 	<ul style="list-style-type: none"> Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.

		special needs and attains this knowledge about groups of students		
Setting Instructional Outcomes	<ul style="list-style-type: none"> ▪ All outcomes represent rigorous and important learning in the discipline. ▪ The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. ▪ Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. ▪ Outcomes take into account the varying needs of individual students. 	<ul style="list-style-type: none"> ▪ Most outcomes represent rigorous and important learning in the discipline. ▪ All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. ▪ Outcomes reflect several different types of learning and opportunities for coordination. ▪ Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> ▪ Outcomes represent moderately high expectations and rigor. ▪ Some reflect important learning in the discipline and consist of a combination of outcomes and activities. ▪ Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. ▪ Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<ul style="list-style-type: none"> ▪ Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. ▪ Outcomes are stated as activities rather than as student learning. ▪ Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> ▪ Teacher displays extensive knowledge of resources-not only through the school and district but also in the community, through professional organizations and universities, and on the Internet-for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> ▪ Teacher displays awareness of resources-not only through the school and district but also through sources external to the school and on the Internet-available for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> ▪ Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> ▪ Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.
Designing Coherent Instruction	<ul style="list-style-type: none"> ▪ Plans represent the coordination of in-depth content knowledge, understanding of different students' 	<ul style="list-style-type: none"> ▪ Teacher coordinates knowledge of content, of students, and or resources, to design a series of 	<ul style="list-style-type: none"> ▪ Some of the learning activities and materials are suitable to the instructional outcomes and represent a 	<ul style="list-style-type: none"> ▪ The series of learning experiences is poorly aligned with the instructional outcomes and

	<p>needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <ul style="list-style-type: none"> ▪ Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. ▪ The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. 	<p>learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <ul style="list-style-type: none"> ▪ The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. ▪ The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. 	<p>moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <ul style="list-style-type: none"> ▪ The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<p>does not represent a coherent structure.</p> <ul style="list-style-type: none"> ▪ The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.
<p>Designing Student Assessments</p>	<ul style="list-style-type: none"> ▪ Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. ▪ Assessment methodologies have been adapted for individual students, as needed. ▪ The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment 	<ul style="list-style-type: none"> ▪ Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. ▪ Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. ▪ Teacher intends to use assessment results to plan for future instruction for groups of 	<ul style="list-style-type: none"> ▪ Some of the instructional outcomes are assessed through the proposed approach, but others are not. ▪ Assessment criteria and standards have been developed, but they are not clear. ▪ Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. ▪ Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<ul style="list-style-type: none"> ▪ Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. ▪ Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.

	results to plan future instruction for individual students.	students.		
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DOMAIN 2: CLASSROOM ENVIRONMENT

TEACHER

	Distinguished	Proficient	Basic	Unsatisfactory
Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-down, or conflict. Teacher does not deal with disrespectful behavior.
Establishing a Culture for Learning	<ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners 	<ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys 	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement

	responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.	and consistently expend effort to learn. <ul style="list-style-type: none"> Classroom interactions support learning and hard work. 	that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	are the norm, with high expectations for learning reserved for only one or two students.
Managing Classroom Procedures	<ul style="list-style-type: none"> Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students. 	<ul style="list-style-type: none"> There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. 	<ul style="list-style-type: none"> Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines. 	<ul style="list-style-type: none"> Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
Managing Student Behavior	<ul style="list-style-type: none"> Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. 	<ul style="list-style-type: none"> Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<ul style="list-style-type: none"> Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. 	<ul style="list-style-type: none"> There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.
Organizing Physical Space	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students, including those with special 	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students; teacher ensures that the 	<ul style="list-style-type: none"> The classroom is safe, and essential learning is accessible to most students. The teacher's use of 	<ul style="list-style-type: none"> The physical environment is unsafe, or many students don't have access to learning

	<p>needs.</p> <ul style="list-style-type: none"> Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. 	<p>physical arrangement is appropriate to the learning activities.</p> <ul style="list-style-type: none"> Teacher makes effective use of physical resources, including computer technology. 	<p>physical resources, including computer technology, is moderately effective.</p> <ul style="list-style-type: none"> Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. 	<p>resources.</p> <ul style="list-style-type: none"> There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.
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DOMAIN 3: INSTRUCTION

TEACHER

	Distinguished	Proficient	Basic	Unsatisfactory
Communicating with Students	<ul style="list-style-type: none"> The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. 	<ul style="list-style-type: none"> The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffold, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. 	<ul style="list-style-type: none"> The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. 	<ul style="list-style-type: none"> The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
Questioning and Discussion Techniques	<ul style="list-style-type: none"> Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate 	<ul style="list-style-type: none"> Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion 	<ul style="list-style-type: none"> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions 	<ul style="list-style-type: none"> Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction

	<p>many questions, initiate topics, and make unsolicited contributions.</p> <ul style="list-style-type: none"> Students themselves ensure that all voices are heard in the discussion. 	<p>among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <ul style="list-style-type: none"> Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<p>designed to promote student thinking and understanding, but only a few students are involved.</p> <ul style="list-style-type: none"> Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	<p>between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <ul style="list-style-type: none"> A few students dominate the discussion.
Engaging Students in Learning	<ul style="list-style-type: none"> Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another. 	<ul style="list-style-type: none"> The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> The learning tasks and activities are partially aligned with the instructional outcome but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.
Using Assessment in Instruction	<ul style="list-style-type: none"> Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. 	<ul style="list-style-type: none"> Assessment is used regularly by teacher and/or students during the lesson through monitoring or learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and a few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. 	<ul style="list-style-type: none"> Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

TEACHER

	Distinguished	Proficient	Basic	Unsatisfactory
Reflecting on Teaching	<ul style="list-style-type: none"> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved 	<ul style="list-style-type: none"> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.
Maintaining Accurate Records	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and no instructional records is fully effective. Students contribute information and participate in maintaining the records. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.

Communicating with Families	<ul style="list-style-type: none"> Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. 	<ul style="list-style-type: none"> Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner. 	<ul style="list-style-type: none"> Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. 	<ul style="list-style-type: none"> Teacher communication with families – about the instructional program, about individual students – is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
Participating in a Professional Community	<ul style="list-style-type: none"> Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. 	<ul style="list-style-type: none"> Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so. 	<ul style="list-style-type: none"> Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.
Growing and Developing Professionally	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues – either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. 	<ul style="list-style-type: none"> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the professional 	<ul style="list-style-type: none"> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

<p>Showing Professionalism</p>	<ul style="list-style-type: none"> • Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. • Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues. 	<ul style="list-style-type: none"> • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • Teacher maintains an open mind in team or departmental decision making. • Teacher complies fully with school and district regulations. 	<ul style="list-style-type: none"> • Teacher is honest in interactions with colleagues, students, and the public. • Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by. 	<ul style="list-style-type: none"> • Teacher displays dishonesty in interactions with colleagues, students, and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. • Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.
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COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

ACT 48 Professional Exchange Time



Act 48

Introduction

Act 48 of 1999 requires all certified educators to participate in a minimum amount of professional coursework and activities every five years in order to maintain active certification. This reference document has been prepared for Council Rock School District professionals in order to highlight the district's professional education plan components and to articulate the reporting and record keeping procedures.

Active Certification Requirements

In order to maintain active certification, all professional educators are required to satisfactorily complete a program of continuing professional education every five years as follows:

- Six (6) credits of collegiate study, or
- Six (6) credits of approved in-service courses, or
- One hundred eighty (180) hours of continuing professional education programs, activities or learning experiences, or
- Any combination of collegiate studies, approved in-service credit courses, or other programs, activities or learning experiences equivalent to one hundred eighty (180) hours.

For the purposes of calculating hours and credits of continuing professional education, one (1) credit or collegiate studies or approved in-service credits shall be equivalent to thirty (30) hours of continuing professional education programs, activities, or learning experiences.

The Council Rock School District will provide Act 48 activities on days designated through the district in-service program on an annual basis. The Act 48 Committee will plan the designation of these days to address district, school, curriculum and individual goals.

Act 48 Record Keeping and Reporting

The district, as an approved provider, is responsible for keeping and reporting completion of Continuing Professional Education (CPE) hours to PDE. The district's tracking system is used to track and process earned CPE hours. Completion of CPE hours earned by participating in in-district approved activities will be forwarded electronically to the state. Participation in Act 48 approved out-of-district activities will be reported to PDE by the approved provider.

Professional educators have access to the information in their PDE database

<http://www.pde.state.pa.us> and the CRSD *My Registrar* System at

<http://www.edulinkinc.com/councilrockregistration>. Participants are encouraged to monitor their own records. Upon successful completion of a district-sponsored workshop or activity, participants can check their completed hours through *My Registrar*.

The following procedures will be used for reporting and record keeping of all continuing education activities relative to Act 48. Because of the array of appropriate activities, the reporting/record keeping procedures are specific to each of three (3) general option categories:

- In-district, arranged through Professional Development Office (on-line)
- Out-of-district
- Graduate courses

In-district, arranged through Professional Development Office

This category represents all of the workshops and professional development activities arranged through the district's Professional Development Office. Registration for these sessions is done through CRSD's *My Registrar*.

- Register on-line at <http://www.edulinkinc.com/councilrockregistration>
- Employee MUST register on *My Registrar* and sign in at the workshop. Failure to sign in will result in not receiving Act 48 credits for the activity.

Out-of-District

- Workshops should be offered by an approved provider.
- To see if provider is approved by the state, check the PDE website.
<https://www.perms.ed.state.pa.us/wfLogin.aspx?T=4> Act 48 credits will be reported directly to the state by the approved provider.

Graduate Courses

This category represents graduate school courses and any other professionally related college courses that are described as appropriate in the Act 48 Plan.

- Educator attends graduate courses and receives a grade report or transcript when course is completed.
- Educator confirms with PA college that Act 48 credit has been sent directly to PDE. It is your responsibility to communicate to the out-of-state college the need for you to receive Act 48 credit. Upon completion of the course the college is to submit a sealed transcript including your PPID number and request for Act 48 credit to:

Pennsylvania Department of Education
Division of Professional Education and Planning
333 Market Street, 8th Floor
Harrisburg, PA 17126

Act 48 Compliance

PDE will provide the following information to educators and school entities:

- Notice of the number of credits or hours needed for compliance by an educator, as of the date on which the notice is given (no later than 12 months prior to the end of an educator's five-year compliance period)
- Reasonable access to reports and records relating to an educator's CPE
- Notice of inactive certification requested by an educator
- Notice of inactive certification due to failure of the educator to meet the requirements
- Notice of reinstatement

Information regarding the requirements of Act 48 is available through the Department of Education. Visit the Act 48 website at

[http://www.education.state.pa.us/portal/server.pt/community/act_48 - continuing professional education/8622](http://www.education.state.pa.us/portal/server.pt/community/act_48_continuing_professional_education/8622)



COUNCIL ROCK SCHOOL DISTRICT

Professional Exchange Days – Guidelines

The intent of Professional Exchange Days is to provide compensation for participation in professional activities that occur beyond the school day and school year.

Approved Activities:

- **Participation in Act 48 approved programs/activities that occur outside the contracted day or school year.** This continues to be the preferred compensation for Professional Exchange Days (PED). Professional Exchange (PE) time may be earned through attendance at in-district programs and activities arranged through Staff Development Office (on-line via OTS) and through pre-approved out-of-district activities. All out-of-district activities require administrative pre-approval.
- **Special Education Teachers may use the time they spend outside of the school day drafting IEPs as Professional Exchange time.** Teachers must receive pre-approval for scoring and writing test results and other tasks related to writing and developing IEPs. Teachers must document the production of the IEP drafts to receive PED compensation.

The completion of IEP drafts in intervals of three results in the following compensation:

3 IEP drafts	½ day of PE compensation
6 IEP drafts	1 day of PE compensation
9 IEP drafts	1 ½ days of PE compensation
12+ IEP drafts	2 days of PE compensation

- **Gifted Education Teachers may use the time they spend outside of the school day drafting GIEPs as Professional Exchange time.** Teachers must receive pre-approval for developing GIEPs for Professional Exchange Day compensation and must document the production of GEIPs to receive this compensation.

The completion of GIEPs in intervals of 18 results in the following compensation:

18 completed GIEPs	½ day of PE compensation
36 completed GIEPs	1 day of PE compensation
54 completed GIEPs	1 ½ days of PE compensation
72 completed GIEPs	2 days of PE compensation

Other Qualifying Activities:

- Faculty or Building Meetings outside the contractual day/year
- Chaperone of a field trip that extends beyond the contractual day*
- Participation in an after school event/activity*
- Serving as a LEA in an IEP meeting outside the contractual day/year
- Serving on an interview committee outside the contractual day/year
- School Nurses: completion of student care plans
- Work completed as part of hosting student teacher outside the contractual day/year (for example, meetings with the student teacher before/after the school day)

- District Committee Meetings: Academic Standards, Strategic Planning, etc.
- Moving to a new building (one day maximum)
- Writing letters of recommendation (30 minutes may be allotted per recommendation)*
- AP Study Sessions
- IST Teamwork

**Please be certain that you have followed the protocols currently in place in your building or that you have obtained the appropriate authorization to participate in any of the above activities prior to recording your hours for your Professional Exchange Days.*

Guidelines for Use of Earned Professional Exchange Time:

- PE is cumulative and the time earned is counted in increments of half-days (3.5 hours) and full-days (7.0 hours) only.
- Participation in activities for which Professional Exchange time is requested must be earned and used within the designated time frame. Professional staff may earn PE time from the day after the two PEDs in the current calendar year to the day before the PEDs in the next calendar year. Time earned as PE may not be carried over into a successive term.

Professional Exchange Time Compensation and Act 48 Credit

- Participation in activities that meet the criteria for professional growth as defined by the Act 48 guidelines and these guidelines may receive both Act 48 continuing professional education credit (CPE) and professional exchange compensation.
- For Act 48 qualifying activities that result in a product, professional staff may **choose** to be compensated with professional exchange time **OR** the contracted stipend for product development. Not both.
- For Act 48 qualifying pre-approved activities that result in graduate credit, professional staff may **choose** to be compensated with professional exchange time **OR** apply the credit hours toward salary movement. Not both.

Activities that may not be counted:

- Any activity that already results in compensation such as EDRPP work.
- Work completed as part of the first year induction program requirements.
- Work completed as part of the supervision and evaluation model is currently being evaluated for professional exchange time consideration.

Professional Exchange Log:

- Please submit the attached Professional Exchange day Log in increments of 3.5 hours earned. This will allow administrators to proactively respond to any issues or concerns during this inception year of the Professional Exchange Days.

This list is not intended to be all inclusive. Other activities may be considered. Should an activity that you wish to participate in not be included on this list, you must discuss the activity with your principal or administrator prior to counting the activity as PED time.



COUNCIL ROCK
SCHOOL DISTRICT

Council Rock School District

Professional Exchange Days – Log

This form is provided to maintain a record of Professional Exchange Day activities and hours. The use of this form is required by Council Rock School District for documenting Professional Exchange Day activities beginning in the 2012-2013 school year. All Professional Exchange Day activities must occur outside of the contracted day or school year. A total of 14 hours must be acquired; these hours can be earned in increments of 3.5 hours or 7.0 hours. Please submit this log in increments of 3.5 hours earned. This will allow your administrator to respond proactively to any issues during this inception year of the Professional Exchange Days.

Approved Activities:

- ☐ Act 48 Approved Programs/Activities
- ☐ Special Education Teachers: drafting/writing of IEPs
- ☐ Gifted Education Teacher: drafting/writing GIEPs
- ☐ Faculty or Building Meetings
- ☐ Chaperone of a field trip*
- ☐ Participation in an after school event/activity*
- ☐ Serving as a LEA in an IEP meeting
- ☐ Serving on an interview committee
- ☐ School Nurses: completion of student care plans
- ☐ Work completed as part of hosting student teacher (for example, meetings with the student teacher before/after the school day)

- ☐ District Committee Meetings: Academic Standards, Strategic Planning, etc.
- ☐ Moving to a new building (one day maximum)
- ☐ Writing letters of recommendation (30 minutes may be allotted per recommendation)*
- ☐ AP Study Sessions
- ☐ IST Teamwork
- ☐ *This list is not intended to be all inclusive. Other activities may be considered. Should an activity that you wish to participate in not be included on this list, you must discuss the activity with your principal or administrator prior to counting the activity as PED time.*

**Please be certain that you have followed the protocols currently in place in your building or that you have obtained the appropriate authorization to participate in any of the above activities prior to recording your hours for your Professional Exchange Days.*

Name: _____

School: _____

School Administrator: _____

Date Submitted: _____

Date of Activity	Activity / Location / Description	# of Hours

The information presented below represents guidelines for the assignment of school and district sponsored charitable collections known as dress down days. For a donation (typically \$5) staff is invited to dress casual for cause. As Council Rock's reputation for generosity has grown, so have the requests for these days. These guidelines recognize the following principles:

- This form of charitable contribution should be limited to causes that directly impact our community.
- The district should limit district wide charitable collections in this manner. At present, the guidelines call for five days assigned through the Superintendent's Office with the discretion to apply others if there is a need that arises in our school community
- Schools should have discretion to apply other dress down days to fit their unique needs as a school community up to two a month. Allowances will be made for more days at the discretion of the building principal and with the approval of the superintendent.

Dress Down Day Guidelines:

The District will assign five district dress down days per year as follows:

- Athletes Helping Athletes – CR District Charity
- Neighborhood Outreach Foundation
- United Way
- Autism Awareness
- March of Dimes

For District Dress Down Days, school proceeds should be forwarded to Chancellor Center unless otherwise directed.

School-Based Dress Down Days

- Dress down days will be held on the 2nd and 4th Friday of each month (as required). Except for the District days listed above, the school has discretion to apply days to causes that uniquely affect their school community.
- Solicitations for dress down days from the community should be made in writing to the building principal.
- Dress down attire should remain "business" casual for all staff.
- For each day, required badges or pins are at the discretion of the principal.
- *Casual for a Cause* posters, identifying the charity, should be visible to all visitors entering the school environment, preferably in the main office.

Council Rock recognizes that charitable giving is still an important part of our culture. While these guidelines will serve to limit Dress Down Days, the school district will still support other fundraisers by posting flyers on community bulletin boards and making flyers available through web efriday folders.



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Mentor Program



Year-at-a-Glance for Mentor Partnership

August

- ☐ attend the orientation session
- ☐ **meet with, welcome the new teacher**
- ☐ develop a collegial relationship
- ☐ discuss/plan classroom setup
- ☐ attend a district Mentor/Inductee workshop
- ☐ become familiar with district/building activities
- ☐ review eSchool attendance and grading
- ☐ get ready for an exciting year!

September

- ☐ **informal weekly meetings**
- ☐ "socialize" the inductee
- ☐ share resources
- ☐ become familiar with district/building activities
- ☐ explain professional development opportunities/requirements
- ☐ review My Registrar, BigWeb, eSchool Plus, AESOP,

TAC

- ☐ teach use of Performance Tracker

October

- ☐ **informal discussions**
- ☐ **observation & feedback by mentor**
- ☐ **monthly conference**
- ☐ observation & feedback by staff development facilitator
- ☐ get your Halloween costume ready ☺

November

- ☐ **informal discussions**
- ☐ **visit to other classrooms**
- ☐ **monthly conference**
- ☐ communicate with principal
- ☐ review eSchool Plus grading
- ☐ try to go out one night over Thanksgiving Break ☺

December

- ☐ **informal discussions**
- ☐ **observation & feedback by mentor**
- ☐ **monthly conference**
- ☐ remember it's the holiday season. Get your gifts! (Keep Staff Development Department in mind ☺)

January

- ☐ **informal discussions**
- ☐ **visit to other classrooms**
- ☐ **mid-year conference**
- ☐ **review course selection/recommendation process (secondary only)**
- ☐ celebrate first semester successes
- ☐ communicate with principal
- ☐ review eSchool grading

February

- ☐ **informal discussions**
- ☐ **observation & feedback by mentor**
- ☐ **monthly conference**
- ☐ observation & feedback by staff development facilitator
- ☐ get excited for the district in-service day!
- ☐ remember your Sweetheart!

March

- ☐ **informal discussions**
- ☐ **visits to other classrooms**
- ☐ **monthly conference**
- ☐ communicate with the principal
- ☐ take a break one night and only do 2 hours of school work!

April

- ☐ **informal discussions**
- ☐ **observation & feedback by mentor**
- ☐ **monthly conference**
- ☐ yep, you get a weeklong break to catch up on grading

May

- ☐ **informal discussions**
- ☐ **visit to other classrooms**
- ☐ end-of-year visit with Staff Development
- ☐ reflection (share portfolio)
- ☐ **monthly conference**
- ☐ try to do a technology integration lesson – it's fun! The end is in sight.

June

- ☐ **informal discussions**
- ☐ celebrate the year's successes
- ☐ communicate with principal
- ☐ get ready to spend the summer updating your curriculum. ☺
- ☐ pat yourself on the back. You made it!

Year-at-a-Glance for Mentor Partnership

August

- __ attend the orientation session
- __ **meet with, welcome the new teacher**
- __ develop a collegial relationship
- __ discuss/plan classroom setup
- __ attend a district Mentor/Inductee workshop
- __ become familiar with district/building activities
- __ review eSchool attendance and grading
- __ get ready for an exciting year!

September

- __ **informal weekly meetings**
- __ “socialize” the inductee
- __ share resources
- __ become familiar with district/building activities
- __ explain professional development opportunities/requirements
- __ review My Registrar, BigWeb, eSchool Plus, AESOP,

TAC

- __ teach use of Performance Tracker

October

- __ **informal discussions**
- __ **observation & feedback by mentor**
- __ **monthly conference**
- __ observation & feedback by staff development facilitator
- __ get your Halloween costume ready ☺

November

- __ **informal discussions**
- __ **visit to other classrooms**
- __ **monthly conference**
- __ communicate with principal
- __ review eSchool Plus grading
- __ try to go out one night over Thanksgiving Break ☺

December

- __ **informal discussions**
- __ **observation & feedback by mentor**
- __ **monthly conference**
- __ remember it's the holiday season. Get your gifts! (Keep Staff Development Department in mind ☺)

January

- __ **informal discussions**
- __ **visit to other classrooms**
- __ **mid-year conference**
- __ **review course selection/recommendation process (secondary only)**
- __ celebrate first semester successes
- __ communicate with principal
- __ review eSchool grading

February

- __ **informal discussions**
- __ **observation & feedback by mentor**
- __ **monthly conference**
- __ observation & feedback by staff development facilitator
- __ get excited for the district in-service day!
- __ remember your Sweetheart!

March

- __ **informal discussions**
- __ **visits to other classrooms**
- __ **monthly conference**
- __ communicate with the principal
- __ take a break one night and only do 2 hours of school work!

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- __ end-of-year visit with Staff Development
- __ reflection (share portfolio)
- __ **monthly conference**
- __ try to do a technology integration lesson – it's fun! The end is in sight.

June

- __ **informal discussions**
- __ celebrate the year's successes
- __ communicate with principal
- __ get ready to spend the summer updating your curriculum. ☺
- __ pat yourself on the back. You made it!

Inductee

Things I Want to Know

I am curious/concerned about....

Mentor Teacher

Things I Think You Should Know

I think you will find the following helpful....

Inductee

Things I Want to Know

I am curious/concerned about....

Mentor Teacher

Things I Think You Should Know

I think you will find the following helpful....

What do I need to know?

The following checklist might be helpful. Please review these items with your mentor teacher.

Who are my resources?

- ☐ grade level/department chairs
- ☐ webmasters
- ☐ tech coaches
- ☐ curriculum coordinators
- ☐ staff development facilitators
- ☐ counselors/psychologist

Who are the people I should meet?

- ☐ grade level/same content area teachers
- ☐ building secretary
- ☐ custodian
- ☐ IST Teacher or CARES Team
- ☐ union representative
- ☐ principals
- ☐ curriculum coordinators
- ☐ recess aides (elementary)

What are some of the forms/procedures I need to be familiar with?

- ☐ lunch count slips (elementary)
- ☐ student pull outs (elementary)
- ☐ homeroom attendance
- ☐ cumulative folders
- ☐ field trip
- ☐ report cards
- ☐ time sheets
- ☐ hall passes (secondary)
- ☐ visit to the nurse's office
- ☐ discipline forms
- ☐ student absence
- ☐ teacher absence (AESOP)
- ☐ personal days
- ☐ Act 48 Credits
- ☐ professional exchange time
- ☐ voicemail
- ☐ parent volunteers

What are some of the schedules I need to know?

- ☐ arrival/departure time (students)
- ☐ arrival/departure time (teachers)
- ☐ after school clinics (secondary)
- ☐ late busses
- ☐ after school events
- ☐ in-service calendar

What policies should I understand?

- ☐ homework policy
- ☐ discipline policy
- ☐ drug/alcohol policy
- ☐ harassment policy
- ☐ acceptable use policy
- ☐ social media guidelines
- ☐ assessment return policy



How are the following procedures addressed?

- ☐ teacher sign out
- ☐ student sign out/in
- ☐ use of copier
- ☐ interschool mail
- ☐ department/grade level meetings
- ☐ bus schedule
- ☐ snow closing (Global Connect/website)
- ☐ fire drills
- ☐ ordering supplies
- ☐ preparing lesson plans for substitute
- ☐ grading
- ☐ failure notice/interim reports
- ☐ standardized tests at certain grade levels
- ☐ report cards
- ☐ parent conferences

Where are the various building facilities located?

- ☐ library
- ☐ cafeteria
- ☐ teacher's lunch room
- ☐ IPC (secondary)
- ☐ music room
- ☐ art room
- ☐ gym
- ☐ auditorium
- ☐ computer lab
- ☐ nurse's office
- ☐ guidance office
- ☐ supply room

What else do I need to know?

- ☐ how to set up a plan book/plan an effective lesson
- ☐ how and when to contact parents
- ☐ special events, ex. back to school night
- ☐ creating & updating a teacher website
- ☐ other

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- ☐ creating & updating a teacher website
- ☐ other

Council Rock

Additional Resources and Support

Assistance Programs

Elementary - **IST** - Instructional Support Teams are in place at each elementary school to identify student learning needs when academic or behavioral difficulties arise.

Secondary - **CR CARES** - is a multi-disciplinary team that includes teachers, administrators, nurses, social workers, psychologists and counselors. The team is specially trained to understand and to work with adolescent drug and alcohol use, abuse and dependency, depression or suicide in addition to other "at risk" behavior.

Specialists Who Provide Additional Support

At the elementary level, the following specialists provide support to the classroom teacher:

- Librarians
- Literacy Specialists
- Math Specialists
- Psychologists
- Nurses
- IST Teachers
- Technology Coaches
- Guidance Counselors

At the secondary level the following specialists provide support to the classroom teacher:

- Librarians
- Guidance Counselors
- Psychologists
- Nurses
- Technology Coaches
- CARES Coordinator

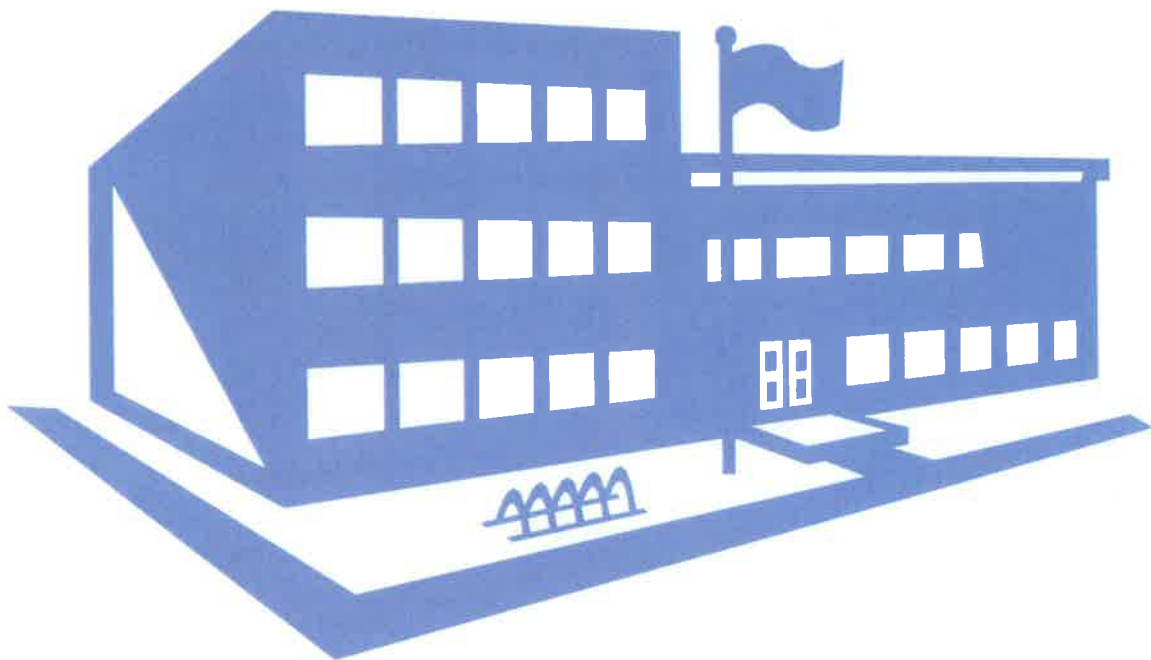


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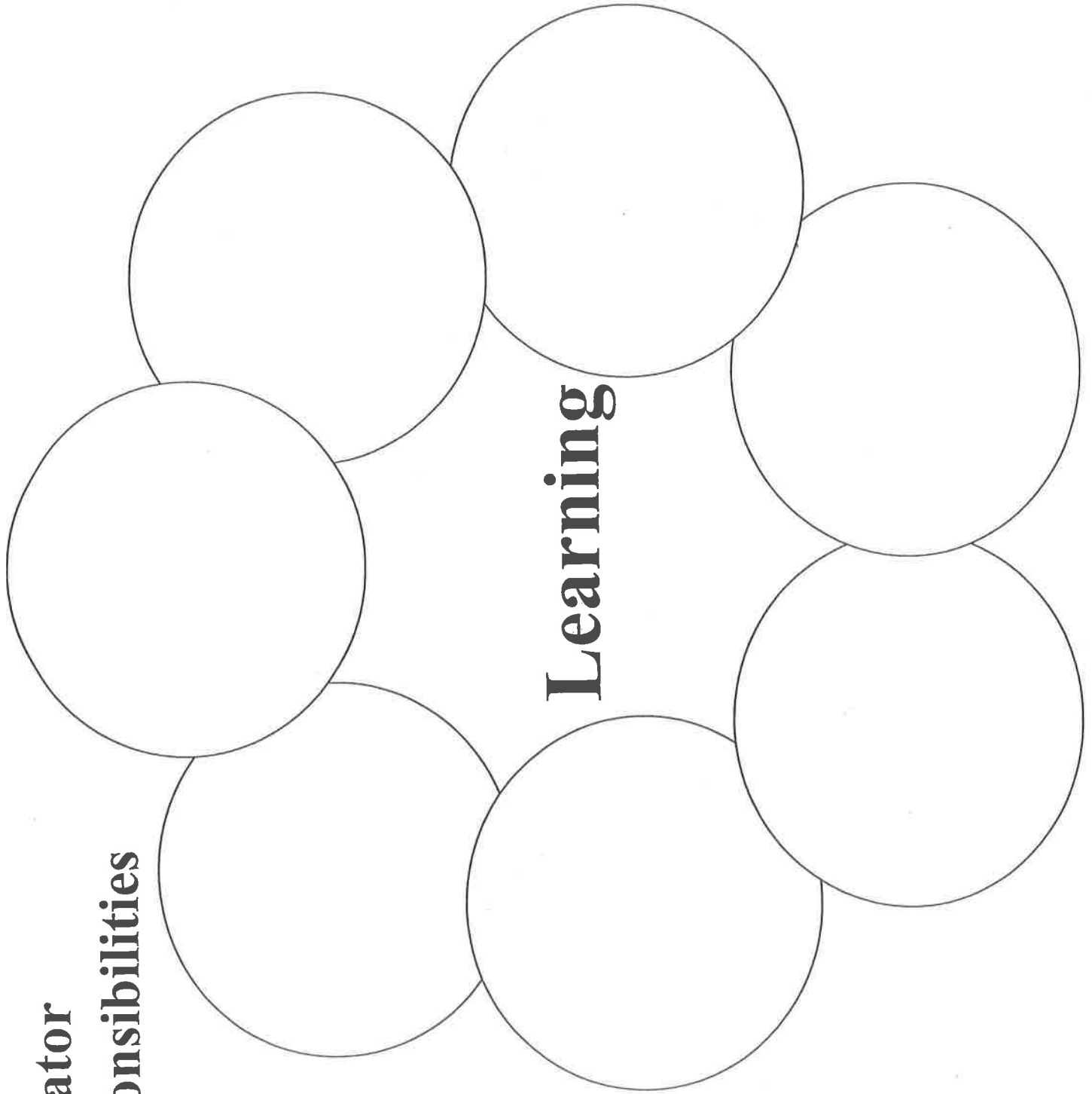
Staff Development Orientation

Educator Responsibilities



**Educator
Responsibilities**

Learning



Educator Responsibilities

- List what you see as the greatest responsibilities of a teacher/counselor/psychologist.
- Consider what he/she should know, understand, and be able to do.
- Chart your table group ideas (5-6).

Planning Skills

With your table group, jot down some key words that you associate with effective planning.



When planning, consider...

- What is it that students need to know, understand, and be able to do?
- How will I assess the learning?
- What strategies, activities, instruction will I use to ensure student learning?

Think Alignment!

Successful Learning Environment

Think of a time when you were part of a successful learning environment.

- What were the key components?
- What was in place in order for students to be able to learn?
- How will you create a successful learning environment for your students?





Reflection



- Consider the seven educator responsibilities.
- In what areas are you most confident?
- In what areas might you work to improve?
- What implications will this reflection have for your work this year?
- Take a few minutes to jot down your thoughts.



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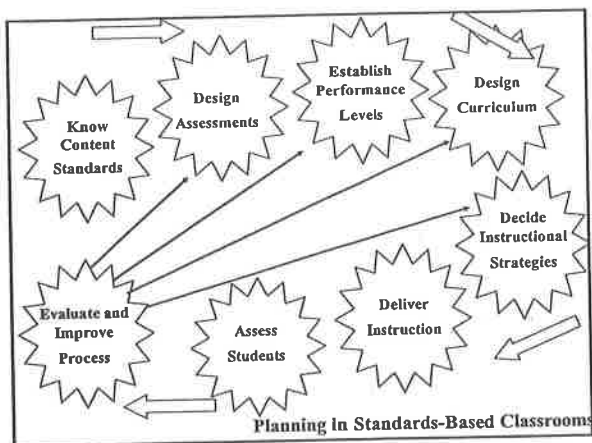
Staff Development Orientation

Standards-Based Education



Goals

- To understand the principles of standards-based education
- To become aware of the shifts in PA Core Standards
- To know expectations for curriculum & instructional practice
- To prepare for meeting with Curriculum Coordinators



Standards-Based Paradigm

- o Curriculum defines the learning.
- o Assessment measures the learning and drives the instruction.
- o Instruction supports the learning.

Key Points in Standards-Based Education

- Is student-centered.
- Requires clearly defined learning targets.
- Emphasizes meaningful use of knowledge.
- Requires greater accountability.
- Requires use of multiple data.
- Invites parents as partners.

PA Core Standards

What You Need to Know

What are the PA Core Standards?

- PA's version of the Common Core Standards
- Reflect the knowledge & skills needed to succeed in life after high school
- Fewer topics but clearer, higher, deeper
- Focused and coherent
- Include rigorous content and application of knowledge through higher-order skills
- Based on evidence and research

What You Need to Know

- o Literacy is the responsibility of all teachers.
 - o There are literacy standards in History/Social Studies, Science/Technical Subjects.
- o PA Core Standards in ELA, Math are complete and in the process of being implemented in CR.
- o Keystone Exams are aligned to PA Core Standards.
 - o All 11th grade students took the Keystone Exams in ELA and Math in 12-13, 13-14 and will continue to do so moving forward
- o PA Core Standards in Science are in development

What You Need to Know

PA Core Standards demand:

- o New benchmarks
 - o 50% nonfiction reading for elementary students
 - o 75% nonfiction reading for secondary students
- o Less teacher talk and more active engagement of students
- o Emphasis on application and higher-order thinking skills.

PA Core in Council Rock

- o 2011-12
 - o Staff awareness
 - o Identify and train curriculum leaders
 - o Begin assessment & realignment of curriculum documents
- o 2012-13
 - o Continued professional development
 - o Continued revisions to align curriculum frameworks, assessments, elementary report cards & adjust curriculum sequence as needed
 - o Begin implementation in ELA and Math

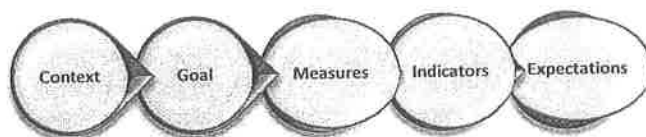
PA Core in Council Rock

- 2013-14
 - Continue implementation in ELA and Math
 - Stay tuned for updates from PA
- 2014-15
 - Full implementation of PA Core in ELA & Math, & Literacy across content areas

All Teachers are
Teachers of
Reading

COUNCIL ROCK STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name		1b. School		1c. District	
1d. Class/ Course Title		1e. Grade Level		1f. Total # of Students	
1g. Typical Class Size		1h. Class Frequency		1i. Typical Class Duration	

2. SLO Goal

2a. PA Standards	
2b. Goal Statement	
2c. Rationale	

3. Performance Measures (PM)

3a. Name		3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other:	
3c. Purpose		3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery	
3e. Administration Frequency		3f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other
3g. Resources/ Equipment		3h. Scoring Tools		
3i. Administration & Scoring Personnel		3j. Performance Reporting		

4. Performance Indicators (PI)

4a.
PI Targets:
All Student Group

4b.
PI Targets:
Focused Student Group
(optional)

5. Teacher Expectations

5a. Level	<u>Failing</u> 0% to % of students will meet the PI targets.	<u>Needs Improvement</u> % to % of students will meet the PI targets.	<u>Proficient</u> % to % of students will meet the PI targets.	<u>Distinguished</u> % to 100% of students will meet the PI targets.
-----------	--	---	--	---

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
------------	---	--------------------------

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

Questions for Curriculum Coordinators

Consider the following:

✓ Standards

- What is the best approach for me to follow/utilize/implement standards?

✓ Planning Guides/Textbooks/Resources

- Best way to approach unit planning?
- Where/when do I receive materials?

✓ Availability of Lesson Plans

- Is there a lesson plan share? (intranet)
- Collaborative lesson plan work?

✓ Assessments

- What is the assessment schedule in this content area (quarterly, midterms, finals)?
How does Performance Tracker fit in with the scheduled assessments?
- When/how do I receive copies of the assessments?
- What suggestions do you have for teacher designed assessments?
- Tell me more about grading procedures.

✓ Additional Questions



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Get Ready for the First Day!



Getting Ready for the First Day of School

Checklist - Highlight as you complete.

Elementary	Secondary
Find your mailbox.	Find your mailbox.
Find your classroom.	Find your classroom(s) or cart. ☺
Determine classroom arrangement. (see possible floor plans)	Determine classroom arrangement (if your own room) or fastest route to your next period class.
Make requests for any maintenance or equipment issues.	Make requests for any maintenance or equipment issues.
Recruit friend/colleague to help arrange room. (desks, area for students' belongings, floor space, and resources)	Recruit friend/colleague to help move things where you want them.
Establish homework policy. (see district policy)	Establish homework policy. (see district policy)
Determine where homework will be posted in your room.	Talk with teachers regarding sharing classroom space.
Devise lunch count system (sticks, clothes pins, etc.)	Determine where homework will be posted in your room.
Designate area for transportation notes and reminders.	Meet your building administrators and locate offices.
Design and post classroom responsibilities/jobs.	Devise system for absentee students.
Make a Birthday Board. Put your birthday on it too!	Create passes (hall, nurse, office).
*Ask about/establish classroom rules and procedures and develop management plan.	*Ask about/establish classroom rules and procedures and develop management plan.
Post the class schedule.	Post rules in classroom.
Post the special schedules.	Create a sign out sheet.
Learn how to use interactive whiteboard if it's in your classroom.	Find the cafeteria. Figure out when your lunch is and if you are packing or buying your lunch.
Create passes (hall, nurses, office).	Find the closest bathroom to your classroom(s).
Post procedures in classroom.	*Consider sending home a letter to parents/students.
Create a sign out sheet (upper elementary).	Learn how to use interactive whiteboard if it's in your classroom.
Have fun with your bulletin boards (site words, student work, student pictures).	Create your bulletin boards.
*Write letter home to students/parents.	Find your IPC desk/area.
Get classroom supplies set up.	Get classroom supplies set up.
Gather resources (textbooks, workbooks, other learning materials).	Gather resources (textbooks, workbooks, other learning materials).
Determine utilization of parent volunteers.	Learn and post bell schedule.
*Prepare for Back to School Night.	*Prepare for Back to School Night.
Introduce yourself to the school nurse and secretaries.	Introduce yourself to the school nurse and secretaries.
Make name tags for each student's desk.	Make name tags for each student's desk.
Prepare first day assignment.	Prepare first day assignment.
Prepare seating chart.	Prepare seating chart(s).
Determine hand signals - bathroom break, attention, drink, question, making connections.	Think about some of your own hand signals. Would they work?
Put a fun and welcoming sign on door with your name.	Put a fun and welcoming sign on your door with your name.
Label areas in your room. (see labels provided)	Post Bell Schedule.
Create an absentee folder.	Create an absentee folder.
Create a substitute binder. (seating chart, emergency lesson plans, etc)	Create a substitute binder. (seating chart, emergency lesson plans, etc)
Create a classroom library	



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Sample Back-to-School Night Materials



Back-to-School Night Checklist

- _____1. Personal appearance
 - Dress for success.
 - Greet people at the door with a smile, introduce yourself and repeat their name.

- _____2. Classroom
 - Neat and orderly appearance of the room. You only have one chance to make a first impression.
 - Display student work with the names of the students clearly in view.
 - Books in addition to anything you use often should be displayed.
 - Bulletin boards inside and outside the room should be decorated appropriately.

- _____3. Presentation
 - Wait until everyone is in the room before beginning to talk.
 - Introduce yourself and have your name on the board.
 - Emphasize to parents that they are the most important people in their child's life.
 - Prepare an outline, a handout or PowerPoint with information about your class (your name, contact information, etc.). Homework policy and classroom expectations can also be included. Double check for spelling and grammar. Use a colleague as a proofreader.
 - Stress that this is a talk in general about the work for the year and ask parents to refrain from trying to discuss a particular child.
 - Briefly explain what you hope to accomplish with students this year.
 - Explain use of books and other materials.
 - Explain grading procedures.
 - Put a schedule on the board of a typical day in your classroom.
 - Allow time for questions. If you do not have the answer to a question, admit it. Promise to find the answer and contact the parent at a later time. If appropriate, refer the parent to the person who can best help them.

- _____4. What parents expect from Back-to-School Night
 - Meet the child's teachers and put a name with a face.
 - Learn about classroom expectations.
 - Get a sense of caring and concern from teachers about their child.
 - Learn what their child can do to obtain academic assistance.
 - Learn how they as parents can help their children.

- _____5. In short, BE YOURSELF - POISED; ALERT; SHARP (KNOWLEDGEABLE); FRIENDLY (SMILE); HUMBLE (LISTEN, THEN SPEAK).

Welcome to Back-to-School Night

Mrs. Coolahan

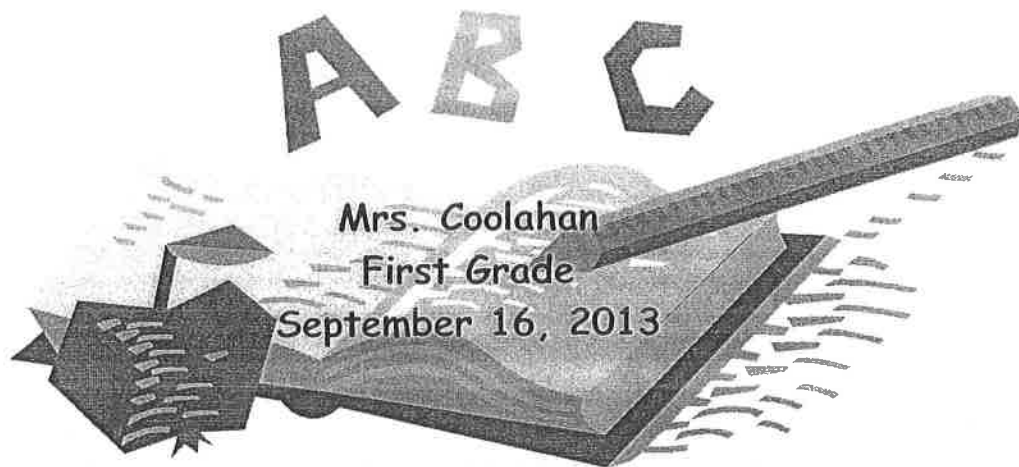
First Grade

Please take a few minutes to...

1. Read the letter your child wrote to you.
2. Have a chuckle while you read, "How Well Do You Know Your Family?"
3. Please see the back table to sign up for a conference time.
4. Please use the *Back to School Night Survey* to voice any questions, concerns or information you would like us to know about your child.

Thank you for coming!





My focus this year is to have your child become a lifelong learner, develop good habits, organizational skills and independence - and of course, to love school!

Policies and Procedures

Homework: Students will receive homework, either math or reading, nightly. As per our CR standards, it should take first graders approximately ten minutes. They are required to write their HW down in the morning and it will come home in their book bag/folder.

- Please initial the assignment book nightly.

Clip-Up Chart: Please check your child's clip-up calendar every night to see what color they ended their day on. This chart promotes good choices and reinforcing this at home will aid in its effectiveness.

Report Card: Report cards for first grade will be sent out for the 2nd, 3rd, and 4th quarters.

Communication: Notes or email (jcoolahan@crsd.org) are preferred. I will do my best to check e-mail during non-instructional time, but I may not get your message until the end of the day.

Dismissal: If your child will not be taking the bus, we must have a note. Please visit the Wrightstown Elementary website for a student transportation slip if needed.

Absences: Please send an excuse note in with your child when he/she returns from an absence. You can also send a note through WES's website by filling out an *Student Absence School Form*. School policy states that any student who arrives in the classroom after 9:10 a.m. will be marked tardy.

Bathroom/Nurse Policy - As needed during non-instructional times.

Birthdays: Your child may bring in individually wrapped treats on his or her birthday. You may drop these treats off to the office. This goes for summer birthdays too which we'd like to

celebrate on your son/daughter's half birthday! Our class has 25 children this year and our snack time that we will celebrate is 10:30 a.m. Please note that all Wrightstown classrooms are peanut free. *Attaching the baking ingredients to the birthday treat would be helpful to ensure the safety of all students.*

Early Closing: Please make sure your child knows where to go if there is an emergency dismissal.

Class Trips: To be announced

Volunteers: Please sign in at the office and get a visitor's tag to wear so students and staff know you are part of our learning environment. Please do not come directly to the classroom.

Curriculum

Language Arts

We are excited to be using Houghton Mifflin Harcourt *Journeys* for the second year now. *Journeys* supports the Common Core Standards by emphasizing systematic and explicit instruction in reading, fluency, writing, speaking and listening, and language. A variety of paired fiction and nonfiction reading selections along with many resources and activities allows teachers to differentiate lessons for different types of learners.

Of course, classroom "Read Alouds" and **independent self-selected reading (teacher guided)** continue to be an important part of daily language arts instruction, helping children grow as readers and develop a lifelong love of books.

Children will also take part in flexible guided reading groups. This will aid them in becoming independent readers while improving their phonics and comprehension skills and will take place 2-3 times per week beginning in October.

Writing will take place every day and will include mini lessons on writing skills, journal writing and the result of at least six published pieces.

Common Core State Standards are a set of internationally benchmarked standards that will provide students throughout the country with the learning experience and skills they need to be successful in higher education and the workforce.

Math

We will continue to use enVision Math, which also supports the common core state standards and provides a big emphasis on problem solving.

- Problem solving and critical thinking skills will be stressed throughout
- Topics include: addition, subtraction, geometry, patterns, money, measurement, time
- Math games and hands-on activities/manipulatives

- Differentiated instruction to reteach, practice and enrich individual student's learning
- Need a gift idea?? A watch is a great one!

Science

FOSS and STC kits are used in this inquiry based approach.

- Topics this year are Balance & Motion and Organisms
- Literature connections
- Research report with 6th grade buddies

Social Studies

- Second Step-Social Skills Program
- Scholastic News-weekly magazine
- Holiday/Seasonal Themes
- Harcourt

Thanks for coming!

We look forward to a great year with your son/daughter!

Student's Name _____

**Parent Survey**

Dear Parent/Guardian,

Please take a few minutes to fill out this form. When it's complete, you may either send it to school with your child or if you prefer, you may drop it off directly to me. Your information will help me learn more about your son or daughter. You may check more than one response for each question. Both the survey and your written responses will be strictly confidential. Thank you in advance for your help!

Sincerely,
Nle Ovadge

<p>My child usually approaches learning...</p> <p>_____ with curiosity</p> <p>_____ with confidence</p> <p>_____ with excitement</p> <p>_____ with anxiety</p> <p>_____ with reluctance</p> <p>_____ without interest</p>	<p>My child learns best...</p> <p>_____ by listening</p> <p>_____ by watching</p> <p>_____ by doing</p> <p>_____ I'm not sure</p>
<p>My child finds it challenging to...</p> <p>_____ pay attention</p> <p>_____ follow directions</p> <p>_____ behave appropriately</p> <p>_____ speak in front of others</p> <p>_____ work neatly</p> <p>_____ take risks</p> <p>_____ work in groups</p>	<p>My child's favorite subject(s) is (are)...</p> <p>_____ math</p> <p>_____ science</p> <p>_____ social studies</p> <p>_____ reading</p> <p>_____ writing</p>
<p>How would you describe your child's reading habits?</p> <p>My child...</p> <p>_____ enjoys reading with others</p> <p>_____ enjoys reading alone</p> <p>_____ reads well, but is reluctant to read</p> <p>_____ does not read on his/her own</p>	<p>When it comes to writing, my child...</p> <p>_____ loves to write</p> <p>_____ dislikes writing</p> <p>_____ writes well, but is reluctant to write</p> <p>_____ has difficulty getting started</p>
<p>When completing homework assignments my child...</p> <p>_____ finishes quickly</p> <p>_____ works at a good pace</p> <p>_____ works slowly</p> <p>_____ works without assistance</p> <p>_____ works with some assistance</p> <p>_____ works with much assistance</p> <p>_____ becomes overwhelmed</p>	<p>When studying for a test my child...</p> <p>_____ works without assistance</p> <p>_____ works with some assistance</p> <p>_____ works with much assistance</p> <p>_____ doesn't know how to study</p> <p>_____ rarely studies</p> <p>_____ never studies</p> <p>_____ prepares in advance</p> <p>_____ waits until the last minute</p>

When completing homework or studying my child... <input type="checkbox"/> works in his/her room <input type="checkbox"/> sits at a desk <input type="checkbox"/> works in a comfortable spot (bed, floor) <input type="checkbox"/> works in the kitchen or den <input type="checkbox"/> prefers background noise <input type="checkbox"/> prefers silence	My child's organizational skills... <input type="checkbox"/> are excellent <input type="checkbox"/> are pretty good <input type="checkbox"/> need improvement
When it comes to friendships my child... <input type="checkbox"/> has one or two close friends <input type="checkbox"/> has many close friends <input type="checkbox"/> finds it difficult to meet new friends <input type="checkbox"/> finds it easy to meet new friends <input type="checkbox"/> is worried about meeting friends in this class	My child's special talents, abilities, and interests include... <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Almost done....2 more questions.	

What changes would you like to see in your child during fourth grade?

Is there anything else you want me to know about your child?



Thank You!



Study Skills Handbook
For
Students and Parents



Holland Middle School

Ms. Julia Sailer
Reading/English Learning Support
215-944-2754

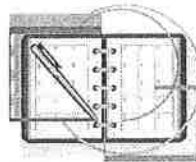
Lockers

- No loose papers
- Organize books according to schedule
- Should be cleaned periodically



Notebooks and Folders

- Label all notebooks and folders
- Color coordinate and label all subject folders (pocket folders work best)
- Keep papers for each subject in their correct place
- Clean out and reorganize notebooks when necessary (this can be done with help during Resource Activity Period)
- Use a pencil case for pencils, pens, erasers and anything else needed on a regular basis



Assignments and Assignment Book

- Write down all assignments daily
- Your child should use and bring home his/her assignment book each night
- If signatures are required:
 1. Check for teachers' signatures in each subject
 2. When checking an assignment book, ask to see the completed assignments before signing
- Note long-term assignments on the monthly calendar
- Check off assignments as they are completed
- Complete all homework assignments
- Homework assignments can be found on the school website by following the steps below:
 1. Log on to www.crsd.org
 2. Select "Holland Middle School" from the drop down menu
 3. Go to "Staff" and select Sailer
- You are encouraged to sit with your child, visit the website, and see the information available to you
- Please note that students need to check the homework board for any changes



Book Bags/Backpacks

- Clean out daily
- No loose papers



Homework



- Designate a specific area free from distractions as a study space
- Keep all necessary materials in the study space
- Try to establish a certain time each night as homework time
- Look over completed homework assignments
- Help your child divide long-term assignments into daily increments and remind him/her to work on them
- Help your child study for tests and quizzes in advance by quizzing him/her, going over study guide questions or using similar strategies

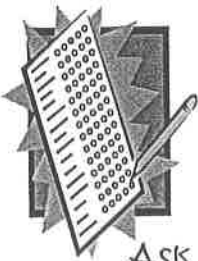
Interim Distribution Dates

- Interim reports will be issued to each child halfway through each of the four marking periods
- These reports will be sent home on the following Fridays:
 1. TBA
 2. TBA
 3. TBA
 4. TBA



Report Card Distribution Dates

- Report Cards will be sent home with your child on the following Fridays:
 1. TBA
 2. TBA
 3. TBA
 4. TBA



Ask to see these reports as soon as your child comes home from school.
Let your child know the importance of bringing this information home.

When Absent

- Make-up all missed work
- Call a friend to see what you have missed



- All class work and homework needs to be made-up

Clinic

- Thursdays 3:00-3:45
- Clinic buses leave at 4:00



Resource Activity Period

- Available 8:15-8:45 Monday through Friday
- Not for completing homework
- Extra help
- Organization
- Study Skills
- Quiz/Test Review



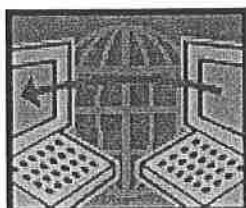
Testing

- Study
- Get a good night's sleep
- Eat a healthy breakfast
- Have a positive attitude



Contact Information

- 215-944-2754
- jsailer@crsd.org



Council Rock High School South
Accelerated Geometry 2013 – 2014
Class Expectations
Mrs. Monica Gardner

Within our classroom, we will respect one another and ourselves. We will also try our best and work to our fullest potential. We will come to class on time, with all of our materials, prepared to learn. We will learn from the mistakes we make and the knowledge shared among our classmates.

Course Description

Students will analyze properties of plane and space figures, solve problems using them and apply them to real-world situations. Students will also visualize, draw and construct plane and space figures and use geometric models to solve problems in other areas of mathematics. Critical thinking, logical reasoning, and problem solving skills will continue to be strengthened over the course of the school year. The lessons, discussions, and assessments within Geometry will prepare students for future courses, as well as standardized tests and future schooling endeavors.

Supplies

1. *Geometry* textbook with non-adhesive cover
2. binder with dividers (to be organized as you see fit)
3. loose leaf
4. spiral notebook (to be kept in binder)
*this will be collected at times for grading – be sure to only use it for this class
5. pencils
*graded assignments NOT completed in pencil will result in deduction of points
6. scientific or graphing calculator
7. ruler and protractor
8. colored pencils/crayons are optional, but may prove useful throughout the year



Grading

Grades will be based on a point system. Each assignment will be worth a specific number of points. At the end of each marking period, the total possible number of points will be determined. Your grade will be calculated by dividing your points earned by the total possible points.

Points will be earned for a variety of assessments, including:

Homework
Quizzes
Mini – Projects

Warm-Ups
Tests
Projects

In-Class Assignments
Writing Notebook



Council Rock Assessment Policy

Council Rock School District recognizes the need for regular student assessment. Assessment can take many forms: class work, homework, reports, projects, student writing, student performance, quizzes, teacher developed tests, department/district tests, mid-term and final exams, and standardized tests.

Teachers will provide the opportunity to review assessments in a classroom setting. With the exception of District Assessments, students have the option of taking assessments home. In lieu of taking an assessment home, students may leave the assessment with the teacher for future use/reference.

District Assessments are defined as summative assessments that are collaboratively created and administered across schools. District Assessments are available for review at parent request. These are the current District Assessments administered to students: mid-terms, finals, quarterlies/unit tests and elementary pre and post assessments.

Homework

Homework will be assigned almost every night. Most often, the homework assigned will be a review of the material covered within that day's lesson. Each student is to make an effort to complete each problem. Credit will be given for the effort put forth on the homework, not only for the number of correct answers. No credit will be given for blank, unanswered problems. If a number of homework assignments are missed, contact will be made with home.

Homework will be reviewed at the beginning of each class. Volunteers will be asked to show their work and solutions on the board when needed. Please do not be afraid to share your work. If you solve the problem in a particular way, someone else in the class probably did it the same way. We will all be learning from one another throughout the year, particularly when reviewing homework. So, please share!

Extra Help

After school help with any material covered in class will be available during clinic on Tuesdays and Thursdays in Room 266 from 2:15pm to 3:00pm. It is open to everyone to attend.

Absences

If you are absent, you must complete the following:

1. Go to the school's website to determine what the homework assignment is for that day.
2. Obtain any handouts from the day(s) you missed from the appropriate folder the day you return.
3. Make arrangements to complete any missed assignments, including writings, quizzes and tests.

Note: All missed assignments must be completed within the number of days you were absent.

If you are absent the day before a test and no new material was covered, you will be responsible for taking the test on test day.

All missed assessments must be made up the clinic day you return. If it is not completed at this time, it will be given the following day in class. You will then be responsible for the material missed during this class period.

Rules/Responsibilities

The rules and responsibilities of the school district will hold in this class. Failure to abide will result in appropriate action. (See student handbook.)

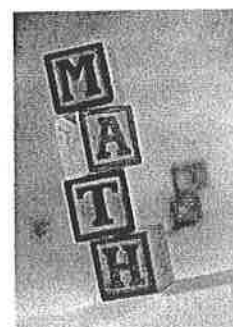
Rules to make note of: Be on time for class – this means you must be in your seat when the bell rings.
Food is to be eaten in the cafeteria – please only bring bottled water into the classroom.
No hats are to be worn in the classroom.
Proper dress code policies are to be followed.
No electronic devices are permitted in the classroom.

Keep In Touch

I can always be reached by calling the school directly or by email at mgardner@crsd.org. Do not hesitate to email me with any questions, comments or concerns you may have. I will check this account daily and respond to you as quickly as possible.

I hope that this will be a wonderful and successful year for all involved!

Mrs. Monica Gardner



PERSONAL FINANCE & INVESTING

Ms. Nancy Olson ... 215-944-1346 ... nolson@crsd.org

Content	Personal Finance and Investing explores ways to maximize personal wealth. The course guides participants through the process of developing a career plan, preparing a budget, obtaining financing, making major consumer purchases, selecting investments, and managing risk.
Textbooks	<i>Business and Personal Finance</i> . Kapoor, Jack R., Les R. Dlabay, Robert J. Hughes, William B. Hoyt. Glencoe/McGraw-Hill: 2007. <i>NEFE High School Financial Planning Program</i> . National Endowment for Financial Education: 2006.
Standards	The National Business Education Standards addressed by this course are: <ul style="list-style-type: none">• Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.• Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.• Identify various forms of income and analyze factors that affect income as a part of the career-decision making process.• Develop and evaluate a spending/savings plan.• Evaluate savings and investment options to meet short- and long-term goals.• Analyze choices available for protection against risk and financial loss.• Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.• Evaluate services provided by financial deposit institutions to transfer funds.• Relate the importance of workplace expectations to career development.
Grading	Your grade will be based on: <ul style="list-style-type: none">• Projects• Tests and Quizzes - Tests and quizzes will be reviewed with the class once all students have taken the test or quiz. Students will be able to keep or review online all tests and quizzes except final exams.• Homework/Classwork – All students will start each marking period with a grade of 100% for their homework/classwork grade. A five-point deduction will be made to the grade for each missing/incomplete assignment or unproductive work day.
Materials	You are required to bring to class a notebook/loose leaf, pencil/pen, and folder.
Attendance	You should be prepared to participate fully in each class. Academic credit for this course may be withheld if you exceed 10 absences from class. If you arrive to class late, you are responsible to make sure your attendance record is updated. Credit will be given only for assignments that are completed by the due date. If you are absent, you will have the number of school days you were absent to complete missed work. You are responsible to know what assignments you missed and how many days you have to complete the work.
Clinic	Clinic will be available in Room 359 on most Tuesdays and Thursdays after school. Other clinic times are available by appointment.
Website	To access the classroom website, go to the home page for CRHS North and select my name from the Faculty menu.

Vandalism

Business and computer equipment is very expensive and is needed by many students each day. A machine that is broken for any reason can cause students not to receive the instruction or training they need and deserve.

Any student who intentionally vandalizes in any way a piece of equipment will be disciplined by their Principal (detention or suspension is likely). The second offense will result in that student being removed from the course with a grade of "F" and another in-school suspension. The cost of any damages will be reimbursed to the district by the student or the parent/guardian.

Examples of Equipment Vandalism include, but are not limited to:

- Switching keys
- Inserting foreign objects into the disk drive
- Using printers improperly
- Writing on equipment
- Changing software settings
- Intentional introduction of a computer virus
- Illegally accessing the network or using the code of another
- Attempts to destroy or destroying files

To protect yourself from charges of machine vandalism, always check your workstation before beginning to work. Report any problems promptly to your teacher.

Academic Integrity

Plagiarism and cheating in any form, whether intentional or unintentional, are unacceptable in Council Rock School District.

Student responsibilities for avoiding academic misconduct:

- To read, understand, and follow the Council Rock School District Academic Integrity Guidelines as outlined in the student handbook.
- To authenticate any assignment submitted to a teacher. Students must be able to produce proof that the submitted assignment is actually their own work. Authentication on an assignment may include:
 - Keep copies of all drafts of work
 - Keep photocopies of research materials
 - Keep notes, note cards, source cards
 - Keep logs of work on assignments and papers
 - Save versions of assignments under individual file name

The inability to authenticate work is sufficient grounds for a charge of plagiarism.

Academic Misconduct Consequences

- The penalty for intentional academic misconduct is a grade of zero (0) as well as an administrative referral.
- The second offense will result in a referral to the Academic Integrity Committee who will determine the consequences, which may include failure of the course.
- The penalty for unintentional academic misconduct may result in a grade of zero (0) as well as administrative referral. More than one instance of unintentional academic misconduct in the same course will result in a referral to the Academic Integrity Committee.
- In some situations, additional penalties may apply.

When working on a computer always remember

Save Early - Save Often



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Homework Policy



COUNCIL ROCK SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HOMEWORK

ADOPTED: April 16, 1998

REVISED: May 19, 2011

130. HOMEWORK

1. Purpose

Homework assignments should complement the school instruction. The assignments should develop student responsibility, good study habits, and organizational skills. Homework assignments should serve to enhance and enrich the learning process in the following ways:

1. Gives the student the experience of developing initiative, self-discipline, responsibility, and independence.
2. Helps the student develop and practice study skills needed for obtaining knowledge independently.
3. Develops life-long learning that encourages student inquiry.
4. Enriches the classroom experience by relating what has been learned in school to everyday problem-solving situations.

The appropriate completion of homework may be part of a student's marking period grade. Student health, responsibilities, and interests outside of the classroom may be taken into consideration on an individual basis in assessing the frequency of homework completion.

Required reference materials for the completion of student assignments are accessible within the libraries, reference centers, and databases provided by the district. The use of other sources may be encouraged by teachers; however, the use of libraries and other sources outside the district shall not be required for earning course credits, nor shall the use of outside sources be a factor in determining grades.

HOMework RESPONSIBILITIES

The Board encourages and supports the faculty in preparing and making homework assignments. Homework serves many purposes in a school district. It serves to enrich and enhance the learning process, while furthering specific learning tasks.

1. Homework can reinforce what has been learned in the classroom by providing an opportunity to assimilate, practice, and apply learned concepts.
2. Home study allows students to complete unfinished class assignments and make up work missed during absences.
3. Homework can provide a background for classroom activities by allowing students to preview work that is to be taken in the future.
4. Home assignments allow teachers to adjust class instruction to individual differences in ability and interest.
5. The material studied in class sometimes needs to be supplemented by projects that cannot be accomplished in the classroom. Homework allows worthwhile projects such as reviewing for a test, reading materials other than textbooks, watching a special TV program, preparing a display or writing themes and reports.
6. Homework gives parents insight into the district's philosophy and curriculum.

Teacher Responsibilities

The faculty is encouraged to make nightly assignments, Monday through Thursday, and to attempt to reserve the weekend and holidays for students to work on long-term projects. The guide for determining the amount of time to be given to nightly assignments, from all subject areas, is ten (10) minutes times the grade level. Due to the type of course load a student is carrying, the amount of time devoted to nightly assignments may vary.

Teachers should avoid the following practices when assigning homework:

1. Setting deadlines for homework and changing them at the last minute
2. Assignments that make parents responsible for teaching.
3. Giving assignments for disciplinary reasons.
4. Making assignments that include an unnecessary amount of drill and/or busy work.

The following are suggestions for assigning and evaluating homework assignments:

1. Do you have a definite purpose in mind for giving each assignment?
2. Could the desired result be achieved by guided study during the school day?
3. Are your students adequately prepared to experience success in their assignments?
4. Do you vary home assignments to include a variety of activities?
5. Do your assignments encourage your students to use study skills?
6. Do your students have legible and organized class notes to assist them with their assignment?
7. Have you checked on the amount of time your pupils spend on home study?
8. If in a departmental organization, have you checked homework assignments given by your colleagues?
9. Have you informed your students of the weight given to homework grades in determining the student's final grade?
10. Have you checked on the out-of-school interests of your pupils?
11. Are your assignments planned to meet the abilities and needs of individual pupils?
12. Do you follow up homework assignments in daily classwork?
13. Have you discussed your homework expectations with the parents of your students?
14. Are you careful not to introduce new concepts for homework except through a reading or preliminary research assignment?
15. Do your assignments continually encourage independent reading?
16. Do you discourage copying or plagiarizing work for successful completion of assignments?
17. Do you check homework assignments to monitor student learning and for reteaching emphasis?
18. Do you acknowledge and give positive reinforcement to students who work outside the regular school day and still complete homework assignments promptly and accurately?
19. Do you limit the amount of class time for beginning and checking homework assignments?
20. Before making a research assignment, have you checked with your building librarian to determine if there are adequate and appropriate reference sources in the library?

21. Do you give your librarian a copy of the research assignment?
22. Do you expect quality work?

Parent Responsibilities

Parents may best assist their children with homework by providing an atmosphere in the home that is conducive to study. The quality of concentration on an assignment is as important as allowing sufficient time for its completion. Students need to learn early in their school experience that the completion of quality work is important and is to be expected. Parents' support and encouragement are essential if students are to put forth maximum effort in the completion of homework assignments.

Other considerations for parents are:

1. Expect short-term, nightly homework assignments to begin in the early grades and, as students enter the upper elementary grades, long-term assignments will be initiated.
2. As the student progresses through the grades, nightly homework assignments shall vary depending upon the type of course load the student is carrying.
3. Encourage your child to read independently.
4. Check if the assigned work is done neatly and accurately.
5. Help your child with homework assignments at his/her request, but never do the work for him/her.
6. Encourage your child to inform the teacher if s/he does not understand a skill or concept.
7. Communicate with your child's teacher if a problem persists in the successful completion of homework.
8. Send a note of explanation to the child's teacher if s/he cannot complete an assignment due to a family or personal emergency. Unless waived by the teacher, the student shall be expected to complete the assignment as soon as possible.
9. Expect that all required reference material needed to complete an assignment will be available in the school. Students shall be encouraged to use other public library facilities when working on research projects.
10. Share your interests in reading, writing, learning or special interests with your child so that s/he knows that you value learning.
11. Encourage your child to practice learning skills in home chores: shopping, home and yard care, personal belongings, care of pets, etc.
12. Continue to take family trips and vacations that provide enriching experiences that relate learning to pleasurable activities.
13. Realize that the successful completion of homework without constant reminder is an important measure of self-discipline.
14. Realize that homework is graded in two areas: content and work habits.

Student Responsibilities

A student can expect to have homework assigned regularly starting in elementary school. The major responsibility of the student is the completion of homework assignments within the specified time period and in the manner which represents the student's best effort. Other responsibilities of the student shall be:

1. To keep a written record of assignments for reference especially if multiple assignments are given nightly.
2. To inform the teacher, as soon as possible, if an assignment cannot be completed due to lack of understanding of the concepts or skills involved.
3. To bring a note from his/her parent or guardian if a nightly assignment cannot be completed because of a family or personal emergency. The student should expect to complete the assignment at the earliest time possible unless it is waived by the teacher.
4. To expect that a portion of his/her grade shall be based upon the accuracy of completed homework.
5. To realize that neatness and promptness in completing assignments shall be reflected in the work habits grade earned by the student.
6. To inform the teacher of his/her special interests so that some homework assignments can be tailored to those interests.
7. To realize that even if a nightly assignment is not made, opportunity should be taken to work on long-term projects and/or to read independently in an area of interest.
8. To realize that the completion of homework is an important measure of self-discipline because the student must do it on a regular basis and without close supervision.



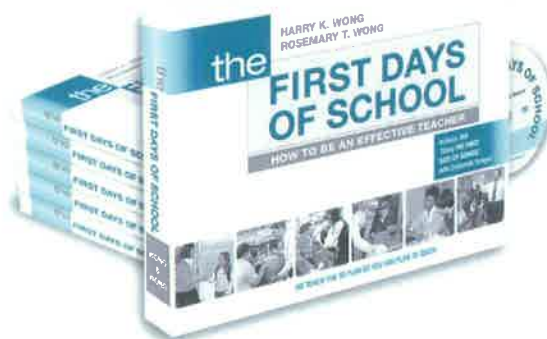
COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

The First Days of School

Book Talk



The First Days of School

Text Rendering

Read pages 35-44 in The First Days of School.

As you read, identify the following:

- A key sentence that stands out to you

- A key phrase that stands out to you

- A key word that stands out to you

WhipAround (no explanations during this part - read only)

- Each person reads his or her sentence aloud until everyone in class has shared.
- Each person reads his or her phrase aloud until everyone in class has shared.
- Each person reads his or her word aloud until everyone in class has shared.

Teacher asks students to reflect on what big ideas emerged, commonalities, areas of focus, etc.

How might you use this with students?

Guidelines for Creating Rules



✓ Establish firm rules
that students are
expected to follow.



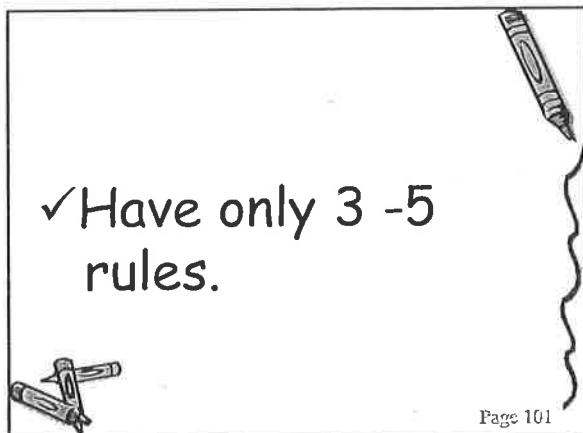
✓ Introduce rules on
the first day of
school. Explain
purpose behind rules.





✓ Clearly communicate
in both verbal and
written form.

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✓ Have only 3 -5
rules.

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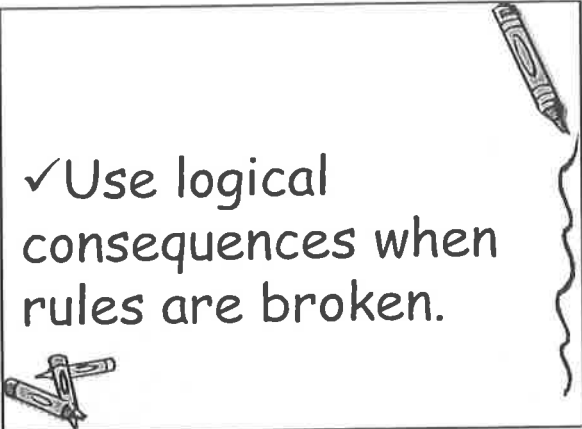


✓ Lean towards the
more specific.

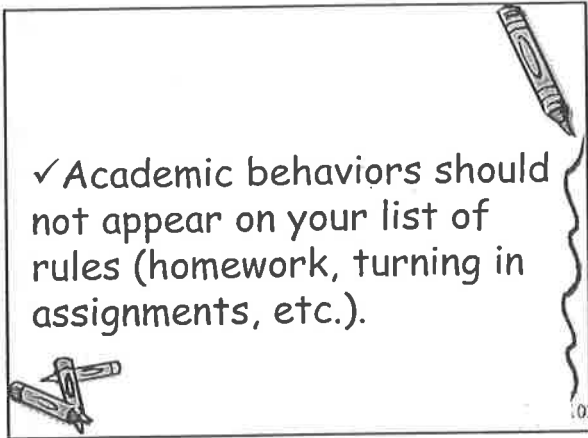
Keep hands, feet, and
objects to yourself
rather than

Respect others.

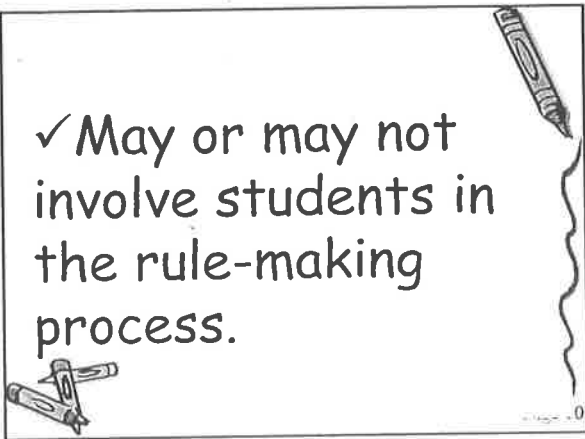
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✓ Use logical consequences when rules are broken.



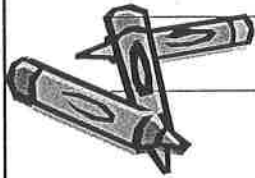
✓ Academic behaviors should not appear on your list of rules (homework, turning in assignments, etc.).



✓ May or may not involve students in the rule-making process.

Possible Classroom Rules





Rules and Procedures

- Rules - concern how students behave.
- Procedures - concern how things are done.
- Rules - have penalties and rewards.
- Procedures - have no penalties or rewards.



3 Step Approach to Teaching Classroom Procedures

- **Explain** - state, explain, model and demonstrate the procedure.
- **Rehearse** - rehearse and practice the procedure under teacher supervision.
- **Reinforce** - reteach, rehearse, practice and reinforce the classroom procedure until it becomes a student habit or routine.



Procedures to Rehearse with Students

- | | |
|---|--|
| _____ Entering the classroom | _____ Passing in papers |
| _____ Getting to work immediately | _____ Exchanging papers |
| _____ When you are tardy | _____ Returning student work |
| _____ End-of-period class dismissal | _____ Getting materials without disruptions |
| _____ Listening to and responding to questions | _____ When you need a pen or pencil |
| _____ Participating in class discussions | _____ Moving about the room |
| _____ When you need pencil or paper | _____ Going to the library or tech lab |
| _____ Keeping your desk orderly | _____ Headings on papers |
| _____ Checking out classroom materials | _____ When you finish early |
| _____ Indicating whether you understand | _____ Returning to a task after interruption |
| _____ Coming to attention | _____ Asking a question |
| _____ When you are absent | _____ During announcements |
| _____ Working cooperatively | _____ Walking in the hall |
| _____ Changing groups | _____ Responding to a fire drill |
| _____ Keeping your notebook | _____ End-of-period dismissal |
| _____ Going to the office | _____ Responding to a severe weather alert |
| _____ When you need help or conferencing | _____ When visitors are in the classroom |
| _____ Knowing the schedule for the day or class | _____ If the teacher is out of the classroom |
| _____ When you are absent | _____ If you are suddenly ill |
| _____ Finding directions for each assignment | _____ Saying "thank you" |

The First Days of School

Scavenger Hunt-Classroom Management

Directions: Take a few moments to become acquainted with the work of Harry Wong. Search through Unit C (pgs. 82-136) of *The First Days of School* to discover the answers to the following questions. Use the hints provided to guide your search.

1. According to research, _____ is the most important factor governing student learning. (Hint- p.80)
2. The most important thing a teacher can provide in the classroom during the first week of school is _____. It comes from installing procedures and routines. (Hint-p.82)
3. The climate of the classroom should be _____-oriented but relaxed and _____. (Hint- p.85)
4. Having the classroom ready is key to the start of a successful year. Read the six tips provided on pg. 93. Which tip was most helpful to you? Why?

5. Read pgs. 93-99. Highlight any of the ideas that you will apply to your classroom.
6. First impressions can be lasting impressions. Skim through pgs. 102-111. On pg. 109-10, Harry Wong shares a sample introduction to the class. Jot down some ideas you have for your own introduction to your students.

7. True or False- _____. How the class reacts to your first directions will be an indication of how students will react to your directions for the remainder of the year. Hint- p.113
8. List three key actions that lead to succeeding in your first request to students. Hint - p. 114

9. What is your first priority when the class starts? Hint- p.123 _____
10. When and where should assignments be posted? _____ How often?
_____ Hint- p.124
11. Read through the sample routine on p. 126. What procedural ideas do have for starting your class?



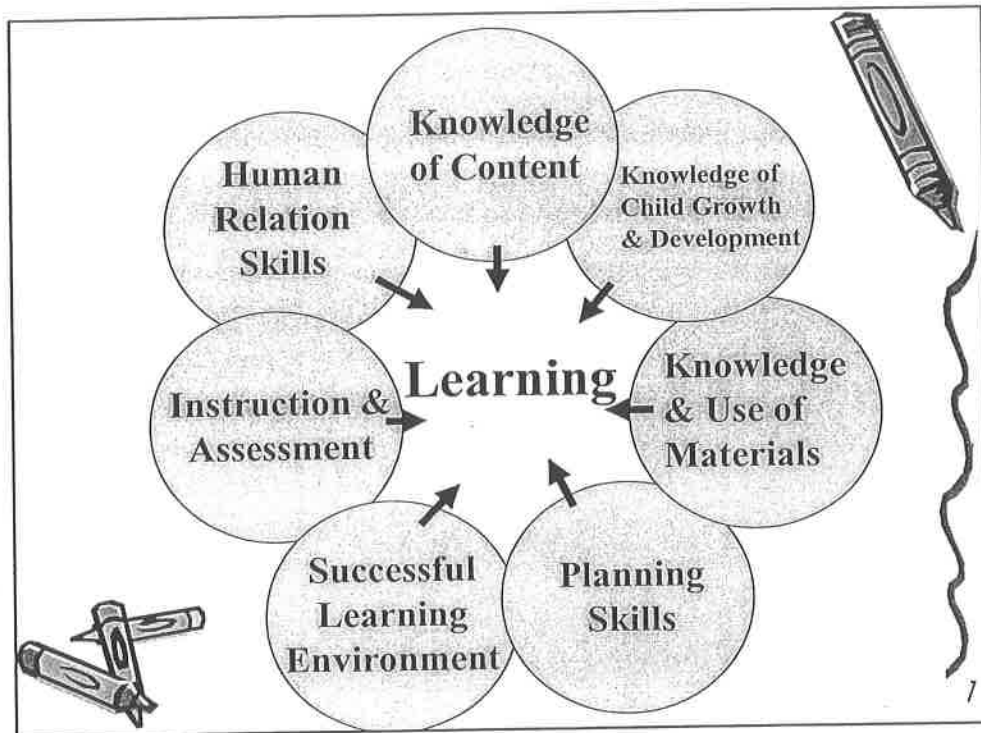
COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Parent Teacher Communication





Standards-Based Education

- Is student-centered.
- Requires clearly defined learning targets.
- Emphasizes meaningful use of knowledge.
- Requires greater accountability.
- Requires use of multiple data.
- Invites parents as partners.

What Parents Will Expect from

YOU

As Andrea Delone will tell you, what parents expect from a new teacher can be summed up in a single word: Perfection. "They expect you to hit the ground running," says this first-time third-grade teacher from New York City. Parents look to their child's teacher for talents that would daunt even Maria Montessori: an expertise in both teaching and child development, wisdom, insight, humor, commitment, and eyes as keen as an eagle's when it comes to spotting a child's needs. And all these skills should be cloaked in an attitude that falls somewhere between humility and omniscience. What's a new teacher to do to meet these awesome expectations? Ask an expert for help! *FIRST-TIME TEACHER* did just that. We asked educators nationwide to name parents' top ten expectations, and how they'd advise new teachers to rise to—and exceed them.

1. Know My Child

Parents assume that you know each child's history, says Delone. But even the most skilled teachers need time to really "see" their students. Acquaint yourself with each student by reading last year's files, counsels Pat Betteley, a 17-year teaching veteran in Mentor, Oklahoma. Know your students' academic and social history at school, so you begin the year with insider knowledge. Talk to last

year's teachers, too, if possible; they may have some keen insights on your new group. Above all, trust your own observations and document what you see, our experts agree. "Files don't show everything, and children do grow over the summer," points out Delone. Getting to know your students takes time and trust on both sides. Remember it's a process that will continue to unfold all year long to your students' benefit and your own.

2. Set Up Clear Expectations

Students need a predictable routine—from knowing their daily schedules to understanding homework demands. "With clear expectations, the day flows better and more learning happens," says Linda Bettinger, a library media specialist from Smithfield, Utah. "But just as important," she points out, "parents need to know your expectations so they can help their children meet them." Nancy Silva, a second-grade teacher in Plymouth, Massachusetts, has one cardinal rule for new teachers: Put your rules in writing. "Parents tend to raise an eyebrow at first-time teachers," she says. "They want reassurance." If you send home your policies—homework, daily or weekly schedules, class rules, and so on—in writing, parents will feel more secure that you're in charge and are likelier to support your efforts, says Silva.

by

Lisa Feder-Fettel

OUR EXPERTS:

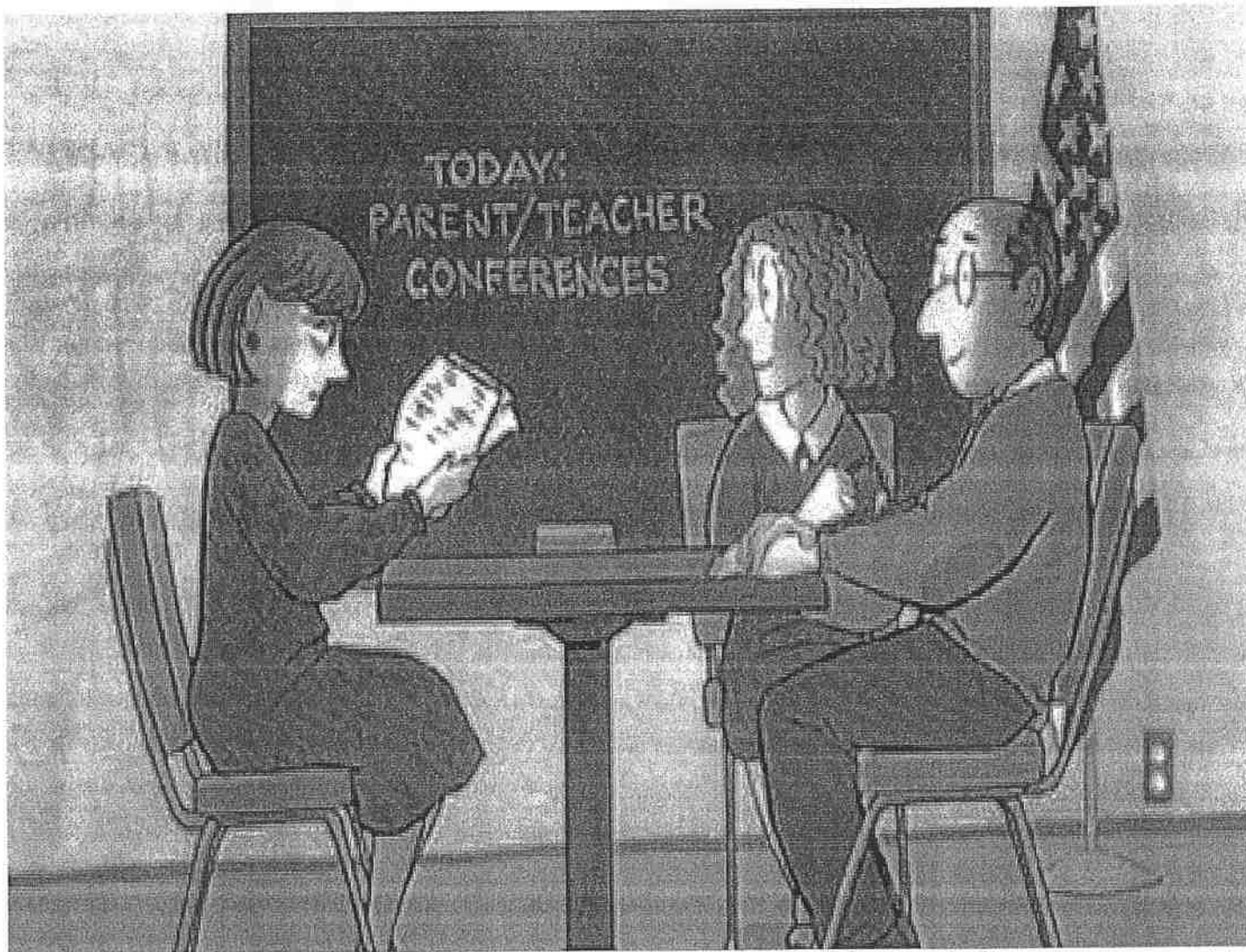
○
Patty Schoppe
Regional Director of Parents
Plus of Wisconsin, a grassroots
organization that promotes
parent involvement in schools,
St. Germain, WI

○
Nancy Silva
Second-grade teacher at Indian
Brook Elementary, Plymouth, MA

○
Pat Betteley
17-year veteran of first and
fourth grade, Mentor, OK

○
Andrea Delone
First-year third-grade teacher,
New York, NY

○
Linda Bettinger
Library media specialist,
Summit School, Smithfield, UT



3. Know Your Curriculum

Be sure to know the sequence of skills and what you plan to cover for the whole year before you even have a casual chat with parents, advises Betteley. Have copies of your texts, workbooks, sample worksheets, and plans for upcoming projects ready, so when parents have questions you're prepared. Assure them that you will teach their children what they need to know—the state requires it—but also help them to understand that the mandated curriculum is so broad that teachers must make choices in teaching methods. Don't let “parkbench” comparisons of homework and classwork

faze you, counsels Delone. “When parents compare, I explain that we teachers all have the same set of points to teach, but each of us does it differently.”

4. Be Available and Keep Me Informed

Parents want to be accepted as advocates, says Patty Schoppe of Parent Plus, an organization that promotes parent involvement in schools. They need to know the best times and ways to reach you. Parents in Schoppe's rural district use voice-mail, two-way assignment books, and handwritten notes—any method that helps them keep in touch. “E-mail has made all the difference

MICHAEL KLEIN

A SPECIAL ISSUE FROM CREATIVE CLASSROOM

How to Deal with Different Kinds of Parents

The Overinvolved Parent



PROBLEM:

Won't leave classroom or easily separate from child

SOLUTION:

Meet child at door; find a time-limited task for parent (such as helping with snack from 9 to 9:30); seek out other jobs for parent (helping in library or in music class)

The Overfamiliar Parent



PROBLEM:

Calls teacher by first name, asks teacher personal questions

SOLUTION:

Address parent as "Mrs.," "Ms.," or "Mr." If parent protests, say pleasantly, "Thanks, but I like to address parents this way."

The Overimpressed Parent



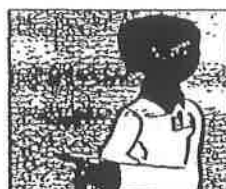
PROBLEM:

Insists that child is a genius and demands that you create special challenges for her

SOLUTION:

Send home enrichment activities; point out open-ended homework assignments that allow all children to express ideas; help parent become aware of areas child needs to work on (such as following directions or slowing down)

The Over-to-You Parent



PROBLEM:

Parent insists that social or academic difficulties never have occurred before and are up to you to address

SOLUTION:

Keep accurate documentation; ask colleagues to observe; explore how to get child help before meeting with parent again; consider asking colleagues to join you in parent meeting

The Overextended Parent



PROBLEM:

Parents divorced, separated, overworked, unemployed, ill; child has many siblings

SOLUTION:

Modify your schedule to meet; let parent know of all ways and good times to contact you; welcome any support system child may have (grandparent, sibling); help child feel safe and steady

to my parents," adds Silva. "It helps both teachers and parents to settle questions before they develop into problems." In your notes home, your conferences, and early communications, emphasize that you are the first and most important source of information about their child at school. "In my first year, parents sometimes went to the principal before they came to me," says Delone. "Although I couldn't stop them, I knew that if I responded to them quickly and sensitively, maybe the next time an issue arose they'd come to me first."

5. Let Me Know How I Can Help

"Even if both parents work, or a child is from a single-parent home, it doesn't mean that the family wants to be left out of a child's academic picture," says Schoppe. Bettinger sends out notices of class trips and special in-class projects in advance, so busy parents can plan ahead. "My kids' parents have built play scenery and even helped students run a lunchtime, fund-raising business," she says. Silva sends a weekly newsletter home to advise parents of upcoming events

and to thank them for their efforts, and in Schoppe's school, sign-up sheets sent home in September and mid-year ask parents to share their skills and hobbies with the class. "You need to find the talents in your group of parents," says Schoppe. "They are there, just waiting to be discovered—and they can add so much to your efforts."

6. Provide a Safe Learning Environment

All parents—not to mention teachers—want children to feel safe at school. In Bettinger's view, a safe classroom includes a sense of physical, emotional, and intellectual safety. "Parents should know from the start that you don't tolerate any kind of 'danger' in your classroom, including teasing and bullying," she says. "Some children endure a lot of stress at home—whether it's because of a divorce, family illness, a parent's unemployment, or other issues—and school is a rare 'safe haven' for them," Bettinger points out. But even the most well-adjusted, high-achieving students need to feel safe and understood, adds Delone. "Our

MICHAEL KLIN

school is rigorous, and yet some parents pressure me to add further 'enrichment activities' to a child's homework packet," says Delone. "But I try not to overload my eight-year-olds," she says. "They need time to play—to just be eight and enjoy it."

7. Promote Success

Every child brings special strengths to your class, says Bettinger, and it's essential to help him or her discover what they are. "Use a variety of learning experiences—hands-on activities, music, art, writing, and movement—to capitalize on these different learning styles," she advises. "Parents will see that you recognize that each child is unique, and children will feel that their 'personal best' is appreciated." Silva uses her weekly newsletter to herald students' achievements. "I like to celebrate friendly gestures (one child helping another) and actions that build community in the classroom," she says. "When you catch kids being good and showcase their strengths, everyone wins."

How to Talk so Parents Will Listen and Listen so Parents Will Talk

- *Do more listening than talking. Ask general guided questions such as, How is your son enjoying school? This will help free parents to talk about their hopes and concerns for their child.*
- *Be positive. Always begin with a positive comment or two and let parents react. Smile and convey your hopefulness about their child's potential.*
- *Act humble. Don't act or speak as if you know everything there is to know about a student or child development—especially if you have no children of your own.*
- *Meet face to face. Find a neutral, unthreatening place like a "parents" or "PTA" room to meet. Speak simply and avoid educational jargon that parents may not understand.*
- *Promote yourself. With eye contact, smiles, and an upbeat tone of voice, present yourself to parents as the great teacher you know you are. Convey your excitement and enthusiasm for what's happening in your classroom and parents will want to be involved, too. Get them fired up about what you're planning and they'll go home and talk with their children about it!*

8. Provide Fair and Consistent Discipline

Have a discipline plan in writing and share it with parents as well as with students, advises Bettinger: "In Utah, each school is required by the state to offer such a plan." In the classroom, she says, the rules and their enforcement become a matter of personal style. Parents also need to know what your limits are, says Schoppe: what you will not tolerate, and what the consequences will be. That way they can be prepared and not surprised when and if their child transgresses. If you notice ongoing behavioral problems with a student, says Delone, "enlist a colleague or guidance counselor to observe and be sure to document and discuss what you see." "Don't be afraid to ask parents for guidance," says Betteley. "They may have some good techniques for helping to deal with a recurring problem."

9. Alert Me if My Child is Struggling

Most parents genuinely want their child to succeed, says Bettinger. But even the most caring parent can't always be aware of a child's learning difficulties. "Many students are great at compensating for say, reading problems. They can 'bluff' for a few years, until they really need to read for content, and then, all of a sudden, they fail," she says.

"Keep a record and samples of problems you see, including late assignments and unsigned tests," says Schoppe. "Gather your evidence and then make an appointment with parents," she counsels. "Don't wait until the general conference time. Brace yourself for parents' disappointment, too," she advises. "The tendency is to first blame the teacher and school. If you have evidence," echoes Delone, "you can help the child faster and more effectively."

10. Ask My Advice

Let parents know that you respect their opinions, advises Silva. They know their child best. At the start of the year, Betteley asks parents to write her a brief letter about their child describing his or her likes, dislikes, passions, strengths, and weaknesses. "It's fascinating to see your student through a parent's eyes," she says. "When you seek a parent's advice," points out Schoppe, "you're reinforcing the idea that you're a team working together for a child's school success." "Try to see it from their point of view," says Silva. "If you reach out to parents, it's a sign of respect and your willingness to listen. That's a message you want them to hear all year."

Award-winning author Lisa Feder-Feitel frequently writes about education and parenting issues. She lives in New York.

A SPECIAL ISSUE FROM CREATIVE CLASSROOM

Initial Contact with Parents

1. **Begin with a statement of concern.**

"Mrs. Jones, this is Mrs. Williams. I'm going to be Bobby's fifth grade teacher. I wanted to speak to you before the school year began because I want to make sure that this year is a successful one for your child."

2. **Get parental input concerning the problems of last year.**

"I would like to know your view of what Bobby's experience at school was like last year."

3. **Get parental input for what will be needed to make this year more successful.**

"I'd like to know what you feel we need to do to insure Bobby has a good year this year."

4. **Explain that parent support is critical.**

"I believe that you can help me with Bobby. I will be in touch with you throughout the year because your support is vital. You are the most important person in your child's life and Bobby must know that we are working together to help him."

5. **Express your confidence.**

"I have complete confidence that by working together we will help Bobby to have a good year."



COUNCIL ROCK SCHOOL DISTRICT

"Building a Future Worthy of Our Past"

Staff Development Orientation

Sample Introductory Letters



Dear Parents,

I am writing to ask you to help me become a partner with you in your child's education. I will only have your child for one short year and I want to make a contribution to his or her learning that may last a lifetime.

I know my teaching must begin with making your child feel at home in my classroom and helping all the children come together to form a learning community, but each child is unique, has his or her own learning style, interests, history and hopes. Would you help me teach well by taking a moment to write to me about your child? What is your youngster like? What are the things you, as a parent, know that would be important for me to know? What are your child's interests? I would like to know how your child thinks and plays and how you see your child as a learner and a person.

Thank you for taking the time to help me get to know your child. I look forward to meeting you in September, but for now, enjoy the rest of your summer!

Sincerely,

Living Between the Lines, Lucy McCormick Calhoun

Dear Parents,

It is with great enthusiasm that I introduce myself as your child's first grade teacher! I am beyond excited to be at Wrightstown this year, especially teaching first grade. Please visit Wrightstown's website at crsd.org and click on teachers – Mrs. Coolahan – to see the supplies needed for the first day of school if you have not done so already. Please be patient as I update my website, I plan on having a lot of valuable resources on it as the year progresses along with pictures, upcoming events, and more. One thing that I would also like the students to bring in is a picture of their family to share on the first day. This will stay in our classroom on our photo wall and will be returned before the end of the school year. This is just one of the many aspects of teaching that I believe in – creating a positive atmosphere for the students to learn in. By working together, I know that your children will love learning and will thrive in the years to come because of that.

A little bit about me: I am a Council Rock graduate with my degree from West Chester University. I taught in The School District of Philadelphia before moving to South Jersey for three years where I continued my teaching career in Upper Township. Last year was my first year back at Council Rock where I taught third grade at Sol Feinstone Elementary (the same elementary school I attended ☺) Along with teaching, I coach the Council Rock South diving team in the winter season. Above all, I am passionate about children's learning and could not be in a better place to do so than here at Wrightstown.

Your child will receive a Wrightstown Elementary School folder on their first day that will come home with them every day. There will be important papers in it on the first day of school that will need to be signed and returned along with a student and parent activity. Please check this folder daily and include any notes, bus passes, car rider notes, etc. inside. Feel free to reach me at any time at jcoolahan@crsd.org. I will check my e-mail periodically throughout the day and will return your questions or concerns as soon as possible. Together we will make this year great!

Sincerely,

Mrs. Annie Coolahan

Dearest Parents of my Fabulous Fourth Graders,

As the new school year quickly approaches, I am filled with excitement and anticipation to meet you and your child! My sincere belief is that children are first, and for this upcoming school year, the well-being of your child is of the highest of my priorities. My hope and goal is to see your child grow, not only as learners in our classroom, but as individuals in life. As each child comes with different experiences, expectations, hopes, and dreams, I would like to share in these joys - in the uniqueness of your child.

A *partnership* is defined as "a cooperative relationship between people or groups who agree to share responsibility for achieving some specific goal." The specificity of my goal is to let the students of our classroom be free... free to reach their highest potential. With this said, my hope is that you will join me in this new partnership. I ask for your expertise in building a relationship with your child, that is founded on care, respect, and a love for learning. In an email or letter, please address any or all of the following questions, or other pertinent information you wish to share.

- How do you see your child as a learner?
- What are your child's interests, hobbies, and aspirations?
- What concerns do you have about your child as a learner?

You may email me at bpark@crsd.org, or bring in a letter on the day of orientation. Orientation dates and times are as follows:

- Kindergarten Orientation: August 27th 10:00 - 11:00 AM
- Orientation: August 30th
 - Grades 5 & 6 : 12 - 1:00PM
 - Grades 3 & 4 : 1 - 2:00 PM
 - Grades 1 & 2 : 2 - 3:00 PM

I firmly believe that with your child at the center of our goals, we will have a successful partnership and a flourishing year in fourth grade! I look forward to meeting you and your child, and your smiling faces, on the day of orientation. See you then!

Most Sincerely,

Mrs. Barbara Dan

Dear _____

Hello! I hope you are enjoying the lazy, sleep in, fun in the ☀️, ice cream cone, summer days! My name is Mrs. Manning, and I will be your teacher this year. I am so happy to have YOU as a member of our third grade classroom family! We are going to learn many exciting things this year: multiplication and division, identifying rocks and minerals, and starting a business with your own inventions!

Some of you may already know who I am, for the last two years I taught 4th grade at Sol Feinstone. I live in Newtown with my husband and my two children, Maddy who is going into 5th grade, and Jason who is going into 8th grade. I have a puppy named Diesel and a cat named Mojo. Hopefully you won't get tired of my many stories about my family throughout the school year. They are my favorite topic to share!!

Your special on the first day of school will be Library. Don't forget to pack a lunch or bring lunch money. We will also have a snack in the afternoon, so be sure to bring a healthy snack. Since it's usually warm during the first few weeks of school, you might want to bring a water bottle with your name on it.

Enjoy the rest of your summer and be sure to bring all your summer memories to school with you. They can be used as a topic for your writing or to share during our morning meetings.

I look forward to meeting you,

Mrs. Manning

Dear Parents/ Guardians,

Hello! I am Ms. Bell, your child's English teacher. I am enthusiastic as I enter into my ninth year of teaching and I am honored to be a member of the Richboro Middle School community. It is a pleasure to work in such a dedicated community as Council Rock, where families and educators work together to insure the best education for their children. This partnership between you and the teachers here at Richboro Middle is essential to the success of your child.

I can hardly wait to share the wonderful activities and ideas I learned this summer in the Pennsylvania Writing and Literature Project Summer Writing Institute. The Institute was an intensive four week program in which I studied current research and practice related to writing instruction. This was an amazing experience from which I benefited greatly and I know my students will benefit as well.

I am writing to ask for your help in making this a most successful year for your student. Would you help me in this endeavor by taking a moment to write to me about your child? How would you describe your child? Is there anything important about your child that you, as a parent, think I should know? What about your child makes you the most proud? What would help me to make this year your child's best year in English?

Each year is full of unique and exciting challenges and this year will prove to be no different! I look forward to sharing in the successes that your child will surely experience this year. As I begin the year with my students, I will encourage them to come together to form a learning community in which every child will feel at home. Your insights will help me to address your child's needs to the best of my ability. Thank you for taking the time to help me get to know your child as an individual. I look forward to meeting you on Back to School Night.

Sincerely,

Ms. Ann Bell
English Teacher

Please detach the bottom portion and return with your child.

I have received your letter and will respond as soon as I am able.

Parent Signature

Student's Name



Richboro Middle School

Team Discovery
98 Upper Holland Road
Richboro, PA 18954-1537
215-944-2500

August, 2008

Dear Parents or Guardians,

Welcome to Richboro Middle School! The beginning of a new year is always an exciting time for students, parents, and teachers. We are the team of teachers who will be instructing your child this year. We wanted to take this opportunity to introduce ourselves to you, and hopefully, to open a communication that will make your child's year a happy, productive and successful one. There are nine members of Team Discovery: Jack Fitzpatrick (Social Studies/Humanities), Kristin Weand (English), Margaret DeLorica (Science), Bonnie Connelly and Sue Gesualdi (Reading), Frank Walther (Mathematics), and of course you and your child. We hope this letter is seen as an introduction to Team Discovery and as an invitation to participate in your child's classroom.

In collaboration with you, our goal is to support your child through the transition he or she will make from elementary to middle school. Our underlying theme in the support of your child is "fostering growth." We want to gradually "grow" your child into being able to accept responsibility for actions and choices, into becoming an independent learner, and into developing his or her own persona as a student, complete with all the requirements for success. We anticipate that your child will encounter obstacles and make mistakes along the way. Both obstacles and mistakes are a crucial part of the learning process. The team is here to help and support both you and your child in this developmental progression. We encourage our students to stub their toes, while we are here to help prevent them from breaking their legs. Your contribution is an essential component of this process.

Two important dates to remember are a Student Orientation Day on Monday, August 11th from 11:00-12:30 and Back-to School Night on Thursday, September 25th beginning at 7:00. Both occasions are opportunities to learn more about your child's curriculum and our expectations. We are looking forward to working with you soon.

Sincerely,
Team Discovery

**Council Rock High School South
Accelerated Geometry 2013 – 2014
Mrs. Monica Gardner**

September 4, 2013

Dear Parent/Guardian,

Welcome back to another school year! I am pleased to have your student participate in math this year! I hope that we will become partners in strengthening your student's education. By working together, your student will get the most out of class this year. You have witnessed your student's physical and academic growth over the years and know what techniques or approaches work best for him/her.

I am asking you to take a moment from your hectic schedule to comment on ideas about your student that are important for me to know. For instance, what type of learner he/she is, special interests of your student, educational background before Council Rock HS South, etc. If you do not have the time to fill this out, you may simply sign the form below and have your student return it by Monday, September 9, 2013. If you feel the need to e-mail me about any questions, problems, concerns, you may do so at mgardner@crsd.org. I check my email on a regular schedule and will respond as quickly as possible. Thank you for your cooperation. I look forward to teaching your son/daughter math this year.

Sincerely,

Mrs. Monica Gardner

Please return the bottom portion of this letter no later than Monday, September 9, 2013.

Please use this section for your comments. If you need more space, please feel free to use the back.

Student's Name _____ Grade _____

Parent / Guardian _____

Phone # (h) _____ (w) _____ (c) _____

Email Address _____

Parent/Guardian Signature _____ Date _____